

UDC 37**Historical-pedagogical analysis and synthesis of advanced pedagogical experience****Mukaddas N. Rakhmatullaeva**

PhD in Pedagogy, Associate Professor,
Head of the AI-University Department of Foreign Languages,
Khujand State University named after academician Bobojon Gafurov,
735700, 1 Mavlonbekova drive, Khujand, Republic of Tajikistan;
e-mail: rahmatulloeva_86@mail.ru

Abstract

The given article dwells on issues beset with the study of historical-pedagogical analysis and synthesis of advanced pedagogical experience. It is noted that the establishment of common differences at various historical stages and transitions of the educational system is the most important task of applying appropriate methods. The object of historical-pedagogical analysis and synthesis are the main stages, periods of human-being society formation and the educational system. It is worth mentioning that methods of analysis and synthesis in a historical-pedagogical perspective are appropriate aimed at the decomposition and combination of elements of pedagogical purpose in a particular pedagogical system. Adducing the results of the conducted analysis concerning the theme explored one can come to the conclusion that historical-pedagogical experience in the field of education, upbringing and comprehensive development of younger generation allows to avoid unnecessary mistakes and miscalculations while organizing the educational process.

For citation

Rakhmatullaeva M.N. (2024) Historical-pedagogical analysis and synthesis of advanced pedagogical experience. *Pedagogicheskii zhurnal* [Pedagogical Journal], 14 (8A), pp. 95-100.

Keywords

Method, education, upbringing, historical-pedagogical analysis and synthesis, advanced pedagogical experience, various historical stages, educational system, comprehensive development of younger generation, periods of human-being society formation.

Introduction

It is well-grounded that the study, generalization and dissemination of invaluable historical experience in the field of education undoubtedly has an important scientific-methodological significance. The objective necessity and material-spiritual usefulness of the study and usage of historical-pedagogical experience in the relevant sphere open a broad road to the future. Without considering and analyzing the experience of predecessors in the field of science and education, it is very difficult to pave the way to the future.

Historical-pedagogical analysis and synthesis of advanced pedagogical experience is considered to be a form of manifestation of true knowledge. What is the essence of knowledge? “The social need, satisfaction of which is historical knowledge being the creation of the necessary conditions for the cultural, socio-ethnic self-determination of the people, for their awareness of themselves as a special ethnic community, different from others...” [Rakitov, 1982, 9].

Cognition as a sensory and mental activity for the collection, processing, construction and storage of information makes it possible to identify the genesis of the development of various historical-pedagogical phenomena and facts. These may include training and education in a broad sense. This is pedagogical activity, including the organization of the education system, goals, objectives, content, methods of training and education, etc.

The object and subject of the corpus of our study

The object of historical-pedagogical analysis and synthesis are the main stages, periods of human-being society formation and the educational system as well. The establishment of common differences at various historical stages and transitions of the educational system is the most important task of applying these methods. At the same time, both positive and negative aspects of each historical stage are revealed. This is necessary in order to use creatively, if it is objectively possible and necessary under modern conditions of the organization of the educational system and to prevent the repetition of historical mistakes and shortcomings that manifest themselves in the form of negativity as well. There is a famous saying “The History Always Teaches How to Do it”.

The subject of the corpus of our study is not only pedagogical science and the educational system, but also ethnopedology, since they are interconnected and complement each other. Each of them individually and collectively forms the grounds aimed at the training and education of the younger generation. They determine both the content and procedural basis of the educational process.

Main results and discussion

Of particular cognitive interest is the genesis of education in a broad sense as an objective need to transfer the social experience of the older generation to younger ones. No less important is the study of the objective need for the emergence and development of teaching profession and pedagogical activity in general. There are a great many such historical-pedagogical issues and problems, each of them requires the in-depth and comprehensive research.

It goes without saying, hereby methods of analysis and synthesis in a historical-pedagogical perspective are appropriate. The decomposition and combination of elements of pedagogical purpose in a particular pedagogical system provide the key to comprehend the historical image of a special pedagogical phenomenon and system. For instance, the founder of Tajik Soviet literature Sadridin

Aini in his work entitled as “The Old School” gives a historical-pedagogical description of it, in which we find pedagogical information beset with the organization of tuition process, methods of work, the relationship of the teacher with students, students with each other contains a description of the place of study, etc. [Avzalov, 2002].

The history of the emergence and development of folk pedagogy allows us to identify such means, techniques, methods and forms of organizing training and education that the former complies with the regulatory requirements of the principle of nationality in education without the implementation of which it is impossible to cultivate national self-awareness. The younger generation should be imbued with the spirit of folk pedagogy. Folk tales, legends, fables, songs, riddles, games, proverbs, parables, aphorisms which play an important role in the formation of consciousness and behavior of children.

It is worth stressing that pedagogical analysis and synthesis of the experience of folk pedagogy into a single whole allow us to optimally construct the substantive and procedural aspects of education and training. In every historical era, scientists, thinkers and teachers lived and worked and their works contributed into the improvement of the educational system and younger generation upbringing.

Thus, we consider and analyze the following examples out of the literary production entitled as “Gulistan” by Saadi:

*Whom you did not teach good morals in childhood / Кого ты в детстве нравам добрым не учил,
He will grow up and become a bore / Тот вырастет и грубияном станет.*

*You can bend a damp branch as you wish / Сырую ветку ты, как хочешь, так согнешь,
A dry one will become straight only in fire / Сухая лишь в огне прямою станет.*

If you bend a damp branch, you can straighten it / Будешь гнуть сырую ветку, - сможешь выпрямить её,

But rot a dry one as you wish, there is little sense in that / А сухую гни, как хочешь, толку мало от того” [6, p.168].

Hence, Saadi reveals the essence, role, and place of education in human life. Saadi adheres to the principle of conformity to nature in education. He compares the consciousness and behavior of a child-pupil with a damp branch, and he considers the process of education itself as a straightening one. If the mistakes and shortcomings of the pupil are not continuously and constantly corrected, then he/she will not become what he/she objectively needs to be.

In this regard, the great poet-mentor and teacher points out that it is during childhood that the pupil's consciousness and behavior should be formed, otherwise it will be very difficult or objectively impossible to change his/her consciousness and behavior later. Therefore, Saadi seems to encourage all educators to daily hard educational work to form children's consciousness and behavior. This is an example of pedagogical synthesis, where the original and essential elements of the educational system are combined based on Saadi's pedagogical-educational view.

We consider another example from the mentioned work belonging to Saadi:

A prince was sent to school for training in the old days / Был в школу царевич отправлен для выучки встарь,

The king handed him a silver-framed board / В оправе серебряной доску вручил ему царь,

And in gold on the edge the father inscribed for the youth / И золотом с краю отец начертал для юнца:

“The severity of the teacher is better than the tenderness of the father” / “Суровость учителя лучше, чем нежность отца” [Muslihiddin Saadi, 1954, 169].

The relevant quatrain is about the relationship between the teacher and students. This model is a construction of the relationship between them. The teacher's attitude to students is important, since this

cooperation affects the students' motivation to study, and, ultimately, the final result of the training.

Let's look at another example: The outstanding Russian teacher K.D. Ushinsky criticized both the supporters of the theory of formal and material education. "Referring to the 19th century, there were two theories in didactics about the most appropriate nature of education. The supporters of the so-called "formal education" (mainly defenders of classical education) believed that the main task of education is the development of memory, attention, thinking and speech, and on what educational material (even if it is far from life and has no practical value) this development will be achieved is a secondary question [Akhmedov, 2013].

On the contrary, the supporters of the so-called "material education" paid attention to the teaching material, demanding that the teaching material be relevant to life and have practical value" [Konstantinov, 1992, 227]. It is important from a psychological point of view to develop the mental powers of students, and, on the other hand, the teaching material is undoubtedly important, which must be relevant to life and practical. Why? Because if the teaching material is not relevant to life, then this will be a violation of the principle of connecting learning with life. And if the teaching material does not have practical value, then this will be a violation of the principle of connecting theory with practice in its turn.

Hence, in the educational process and teaching of academic subjects' attention should be paid to the development of the mental powers of students. The content of education aimed at the development of cognitive abilities, where the selection, presentation and construction of educational material by means of pedagogical synthesis, the combination of various elements of a substantive and procedural nature should correspond to the psychological and pedagogical requirements of education ought to be taken into account as well.

Of great historical-pedagogical significance is the analysis of advanced pedagogical experience proceeded from the study of the pedagogical thought of world-famous writers and enlighteners. For example, the analysis of criticism of free education by J. J. Rousseau and L. N. Tolstoy is based on the unity of natural and free education. Free education, as interpreted by J.J. Rousseau and L.N. Tolstoy, has both a positive and a negative connotation. The positive connotation of understanding free education is as follows: "The first of man's natural rights, he declared, is freedom. Designing on the premise of the relevant position, he spoke out against the scholastic school with its cramming, harsh discipline, corporal punishment and suppression of the child's personality. He demanded respect for the child's personality, to take into account his interests and needs. This is the positive meaning of his call for free education" [Konstantinov, 1992, 48].

The above quotation clearly and distinctly traces the attitude of society, family and school to the child's personality. The complete absence of any respect for the child's personality ignoring his/her rights, the widespread use of corporal punishment for disobedience - causes fierce resistance, anger, anxiety and fear in children. Therefore, the challenge of J.J. Rousseau, taking into account the interests and rights of children, is progressive in its essence [Akonyev, 2001].

It is worth that in those distant times the choice of educational content and the technology of its assimilation did not take into account children's age characteristics. Therefore, learning outcome was extremely low. However, in reference to it, freedom has both absolute and relative meaning. Rousseau and Tolstoy use free education, gravitated more towards absolute freedom, which is unjustified and unacceptable entirely. Therefore, N.G. Chernyshevsky's and K. A. Dobrolyubov's criticism regarding L. N. Tolstoy's theory of free education is quite appropriate [Kodirov, 2002].

Adults have more social experience, and they know what to give a child and what is harmful for him/her. Children themselves cannot determine what is useful and harmful. The content of education

as an important component of the educational process cannot be determined by children themselves. Only pedagogical science can sufficiently competently and scientifically reveal the content of education.

As well as one can assert the fact that while determining the methods and forms of organizing education being considered to be one of the actual topics. In this case, the usage of methods of analysis and synthesis of J. J. Rousseau's and L. N. Tolstoy's pedagogical views shows that it is necessary to avoid extremely one-sided views regarding the consideration or ignoring of the rights and interests of children and the definition of the substantive and procedural aspects of training and education.

It is necessary to take into account all the positive aspects of the issue, namely, the rights and responsibilities of children, their intellectual capabilities, the scientific definition of the content of education, the choice of teaching methods aimed at children's psychophysiological capabilities and characteristics. All these analyses make it possible to construct an optimal model of the teacher's attitude to students designed on the premise of the consideration of the rights and responsibilities of students.

Conclusion

Adducing the results of the conducted analysis concerned with the theme explored one can come to the conclusion that historical-pedagogical experience in the field of education, upbringing and comprehensive development of younger generation allows to avoid unnecessary mistakes and miscalculations while organizing the educational process and to form the conscious attitude of the younger generation in order to multiply advanced pedagogical experience on the whole.

References

1. Akhmedov H.M. Features of professional and pedagogical training of future computer science teachers for the formation of professional computer literacy of schoolchildren (based on the material of comprehensive schools of the Republic of Tajikistan): author's abstract. diss... candidate of ped. sciences. Dushanbe, 2013. 22 p.
2. Akonyev B.G. Man as an object of knowledge. SPb.: Piter, 2001. 288 p.
3. Avzalov H.S. History of Tajik pedagogy. Dushanbe: Matbuot, 2002. 102 p.
4. Kodirov K. Pedagogical and didactic ideas of Sufism: social and ideological sources of formation and development: author's abstract. diss... doctor of ped. sciences. Dushanbe, 2002. 41 p.
5. Konstantinov N.A. et al. History of pedagogy. M.: Education, 1992. 447 p.
6. Muslihiddin Saadi. Selected Works. Stalinabad: Tajik State Publishing House, 1954. 284 p.
7. Rakitov A.I. Historical Knowledge: Systemic and Epistemological Approach. M.: Politizdat, 1982. 303 p.

Историко-педагогический анализ и синтез передового педагогического опыта

Рахматуллаева Мукаддас Набиджановна

Кандидат педагогических наук, доцент,
заведующий общеуниверситетской кафедрой иностранных языков,
Худжандский государственный университет
им. академика Бободжона Гафурова,
735700, Республика Таджикистан, Худжанд, проезд Мавлонбекова, 1;
e-mail: rahmatulloeva_86@mail.ru

Аннотация

В данной статье рассматриваются вопросы изучения историко-педагогического анализа и синтеза передового педагогического опыта. Отмечается, что установление общих различий на различных исторических этапах и переходах образовательной системы является важнейшей задачей применения соответствующих методов. Объектом историко-педагогического анализа и синтеза являются основные этапы, периоды становления человеческого общества и образовательной системы. Следует отметить, что методы анализа и синтеза в историко-педагогическом ракурсе являются целесообразными, направленными на декомпозицию и объединение элементов педагогического назначения в конкретной педагогической системе. Подводя итоги проведенного анализа по исследуемой теме, можно прийти к выводу, что историко-педагогический опыт в области образования, воспитания и всестороннего развития подрастающего поколения позволяет избежать ненужных ошибок и просчетов при организации образовательного процесса.

Для цитирования в научных исследованиях

Рахматуллаева М.Н. Historical-pedagogical analysis and synthesis of advanced pedagogical experience // Педагогический журнал. 2024. Т. 14. № 8А. С. 95-100.

Ключевые слова

Метод, образование, воспитание, историко-педагогический анализ и синтез, передовой педагогический опыт, различные исторические этапы, система образования, всестороннее развитие подрастающего поколения, периоды становления человеческого общества.

Библиография

1. Авзалов Х.С. История таджикской педагогики. Душанбе: Матбуот, 2002. 102 с.
2. Аконьев Б.Г. Человек как предмет познания. СПб.: Питер, 2001. 288 с.
3. Ахмедов Х.М. Особенности профессионально-педагогической подготовки будущих учителей информатики к формированию профессионально-компьютерной грамотности школьников (на материале общеобразовательных школ Республики Таджикистан): автореф. дисс... канд. пед. наук. Душанбе, 2013. 22 с.
4. Кодиров К. Педагогические и дидактические идеи суфизма: социальные и идейные истоки формирования и развития: автореф. дисс ...д-ра пед. наук. Душанбе, 2002. 41 с.
5. Константинов Н.А. и др. История педагогики. М.: Просвещение, 1992. 447 с.
6. Муслихиддин Саади Избранное. Сталинабад: Таджикгосиздат, 1954. 284 с.
7. Ракитов А.И. Историческое познание: Системно-гносеологический подход. М.: Политиздат, 1982. 303 с.