

**IMPROVING THE METHODOLOGY OF TEACHING THE COURSE “HISTORY OF PEDAGOGY” IN THE CONTEXT OF MODERN EDUCATION**

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**Abstract**

This article explores the improvement of the methodology for teaching the course “History of Pedagogy” in the context of modern education. It analyzes the content of the discipline, the stages in the development of pedagogical ideas, and the role of national pedagogical heritage in organizing the educational process. Special attention is paid to the application of interactive teaching methods, innovative pedagogical technologies, and digital tools in the learning process. The study highlights the importance of a systematic approach to teaching, fostering students’ independent and critical thinking skills, and developing their professional competencies.

**Keywords**

History of pedagogy, teaching methodology, modern education, pedagogical technologies, interactive methods, national pedagogical heritage, educational process, professional competence, critical thinking, innovative approach.

**Introduction**

In the context of modern education, improving the process of teaching pedagogical disciplines, particularly updating the content and methodology of the course “History of Pedagogy,” is considered one of the pressing issues. In the Republic of Uzbekistan, the need to modernize the education system, harmonize national and universal values, and train competitive specialists requires organizing the content of this discipline based on new approaches. From this perspective, the use of modern pedagogical technologies, innovative methods, and interactive approaches in teaching the course “History of Pedagogy” is of great importance.

The course “History of Pedagogy” serves to develop a comprehensive understanding among students of the stages of formation of pedagogical thinking, the characteristics of the development of educational systems in different historical periods, and the evolution of pedagogical ideas. In particular, in the context of our country, studying the history of pedagogy involves highlighting the national pedagogical heritage, the educational views of great scholars, and their significance in the modern education system, which makes this issue especially relevant.

This discipline plays a significant role in the professional formation of future teachers. It not only provides theoretical knowledge but also teaches students to analyze pedagogical phenomena and processes from a historical perspective, understand their roots, and relate them to contemporary educational challenges. Moreover, through this course, students acquire skills in comparative analysis of educational systems formed in different historical periods, identifying socio-cultural factors influencing personality development, and understanding the integration of national and universal values.

However, practice shows that there are several problems in teaching the course “History of Pedagogy.” These include insufficient historical and cultural awareness among students, limited instructional time, and the predominance of traditional teaching methods, which negatively affect the effectiveness of the discipline. Therefore, there is a need to improve the teaching methodology of this course, particularly through the use of interactive methods, the

development of students' independent and reflective thinking, and their active involvement in the learning process.

Based on this, the present article analyzes the issues of improving the methodology of teaching the course "History of Pedagogy" in Uzbekistan under modern educational conditions, including its theoretical and practical aspects, as well as effective pedagogical approaches.

### **Main Part**

In the context of modern education, improving the methodology of teaching the course "History of Pedagogy" remains one of the actual scientific and pedagogical issues. In Uzbekistan, ongoing reforms in the education system, the need to harmonize national and universal values, and the goal of educating a well-rounded generation have significantly increased the importance of this discipline. Today, studying the history of pedagogy based on new methodological approaches, conducting systematic analysis across historical periods, and effectively integrating it into the educational process are considered essential tasks.

The course "History of Pedagogy" provides students with a comprehensive understanding of the historical development of pedagogical thought, the stages of formation of educational systems, and the evolution of pedagogical ideas in different periods. At the same time, it develops students' ability to analyze pedagogical phenomena from a historical perspective, evaluate their relevance to modern education, and appreciate national pedagogical heritage.

In Uzbekistan, the study of the history of pedagogy is closely connected with national cultural heritage and ancient sources. Foundational texts such as the Avesta, the Orkhon-Enisei inscriptions, the Qur'an and Hadiths, as well as the works of Eastern scholars, played a crucial role in shaping pedagogical thinking. These sources promote values such as moral education, humanism, pursuit of knowledge, patriotism, and integrity, which continue to serve as important methodological foundations for contemporary education.

The development of pedagogical ideas can be viewed as a continuous and consistent historical process. In the earliest stage, folk pedagogy was based on oral traditions, customs, and values reflected in proverbs, epics, and folklore, promoting qualities such as courage, diligence, and respect. This was followed by the stage of Islamic and early scientific pedagogy (VIII–X centuries), where education was grounded in religious teachings emphasizing moral purity and the formation of a virtuous individual.

During the IX–XII centuries, the period of scientific and philosophical pedagogy, scholars such as Al-Farabi, Al-Biruni, Ibn Sina, and Al-Khwarizmi developed educational ideas based on reason, science, and the concept of an ideal society. At the same time, Sufi pedagogy (XI–XIII centuries) emphasized spiritual and moral self-perfection, inner discipline, and ethical values, as reflected in the teachings of Ahmad Yassawi, Bahauddin Naqshband, and others.

In the XIV–XV centuries, during the Timurid and classical period, pedagogy developed in connection with statehood, science, and culture. Thinkers such as Amir Temur, Mirzo Ulugbek, and Alisher Navoi promoted ideas of justice, knowledge, and social development. Later, in the XVI–XVIII centuries, traditional pedagogy dominated, with madrasah-based education focusing mainly on religious knowledge and moral instruction.

A significant transformation occurred in the late XIX and early XX centuries with the emergence of the Jadid movement. Reformers such as Fitrat, Avloni, and Munavvarqori introduced new-method schools and modern educational ideas aimed at national awakening and educational reform.

During the Soviet period (1917–1991), pedagogy developed as a centralized and ideologically oriented system, emphasizing collectivism, labor education, and standardized curricula. Although systematic, it was limited by ideological constraints.

After independence (1991–2016), a new stage began, characterized by the revival of national values, educational reforms, and the development of a human-centered approach. In recent years (from 2016 to the present), modern innovative pedagogy has been developing rapidly, focusing on digital education, competency-based approaches, interactive methods, and the formation of critical and creative thinking skills.

In modern educational practice, teaching the course “History of Pedagogy” requires the use of interactive methods such as problem-based learning, project-based activities, role-playing, and comparative analysis. These approaches enhance student engagement, promote independent and critical thinking, and develop analytical skills in understanding pedagogical phenomena.

Thus, improving the methodology of teaching the course “History of Pedagogy” in Uzbekistan, enriching its content with national and universal values, and implementing innovative pedagogical technologies contribute to the development of professional competencies of future teachers. This, in turn, plays a key role in increasing the effectiveness of the education system and preparing qualified specialists for the development of society.

Teaching the course “History of Pedagogy” effectively in the context of modern education represents a complex and multi-factor pedagogical process. The success of this process directly depends on the proper organization of the interrelationship between educational goals, content, teaching methods, students’ individual characteristics, and expected learning outcomes. Therefore, considering the methodology of teaching the history of pedagogy from a systemic approach is of great scientific and practical significance.

According to this approach, the educational process should not be viewed as a simple collection of separate elements, but rather as an integrated system consisting of interconnected and mutually complementary components. In particular, educational goals determine the content of instruction, while the content, in turn, influences the selection of teaching methods and organizational forms. At the same time, students’ age characteristics, cognitive abilities, motivation, and individual differences play a crucial role in determining the effectiveness of the entire process.

Within this methodological system, the teaching of the course “History of Pedagogy” can be described through several interrelated components. First, educational goals are aimed at developing students’ pedagogical thinking, forming a holistic understanding of the historical evolution of pedagogical ideas, and fostering professional competencies necessary for future teachers. These goals also include the development of independent, critical, and analytical thinking skills.

Second, the content of education includes knowledge about the stages of development of pedagogical thought, major historical periods, contributions of Eastern and Western thinkers, and the analysis of national pedagogical heritage. It also involves understanding the relationship between historical pedagogical ideas and contemporary educational challenges.

Third, students’ individual characteristics and learning capabilities must be taken into account. This includes their cognitive level, prior knowledge, motivation, reflective abilities, and readiness for independent learning. A learner-centered approach ensures that the educational process is adapted to these characteristics, thereby increasing its effectiveness.

Fourth, the organization of the teaching process involves selecting appropriate methods, forms, and tools. In modern conditions, particular importance is given to interactive and student-centered methods such as problem-based learning, group discussions, project-based activities, role-playing, and comparative analysis. The integration of digital technologies and information and communication tools also enhances the quality and accessibility of learning.

Finally, the learning outcomes reflect the level of students’ development, including the formation of pedagogical competencies, the ability to analyze historical and educational

processes, and readiness for professional activity. These outcomes also include the development of critical thinking, creativity, and the capacity to apply theoretical knowledge in practice.

In teaching the course “History of Pedagogy,” the use of interactive methods and the active involvement of students in the learning process are of particular importance. This approach not only facilitates the acquisition of theoretical knowledge but also enables students to analyze historical pedagogical processes and relate them to contemporary educational issues.

Based on the above methodological system, it can be concluded that the teaching of the course “History of Pedagogy” represents a complex, multi-level, and interconnected system. Within this system, educational goals, content, methods, and outcomes are closely interrelated and mutually reinforcing. Such an approach ensures the effectiveness of the educational process and contributes to the formation of professionally competent and intellectually developed future teachers.

In the context of modern education, improving the content of this discipline *прежде всего* requires its reconsideration on the basis of the principles of **historicity and systematicity**. In other words, pedagogical ideas should not be studied merely in a chronological sequence, but rather from the perspective of their internal logical connections, developmental dynamics, and relevance to contemporary education. Such an approach contributes not only to the acquisition of knowledge but also to the development of students’ deep analytical and reflective thinking skills.

At the same time, updating the system of teaching methods in the course “History of Pedagogy” is of particular importance. It is necessary to go beyond traditional lectures and seminars and widely implement interactive methods such as problem-based learning, project-based learning, case studies, role-playing, and debates. These methods increase students’ engagement, encourage independent inquiry, and help them understand historical and pedagogical processes in a more practical and meaningful way.

In addition, the use of digital technologies and information and communication tools plays a significant role in enhancing the effectiveness of teaching. Electronic learning resources, multimedia materials, and online platforms provide opportunities to present knowledge related to the history of pedagogy in a more engaging, accessible, and interactive format.

Taking into account students’ individual characteristics is also an essential component of the methodological system. Applying a differentiated approach based on students’ knowledge levels, interests, and thinking styles contributes to the effective organization of the learning process. In particular, the development of reflective activities enables students to independently analyze, evaluate, and improve their own knowledge.

As a result, teaching the course “History of Pedagogy” on the basis of modern approaches ensures not only the acquisition of theoretical knowledge but also the development of professional competencies of future teachers. This, in turn, contributes to improving the quality of education, preparing modern pedagogical personnel, and further enhancing the overall education system.

### **Conclusion**

In conclusion, improving the methodology of teaching the course “History of Pedagogy” in the context of modern education is one of the pressing issues of significant scientific and practical importance. This discipline plays a crucial role in forming students’ comprehensive and systematic understanding of the stages of development of pedagogical thinking, the historical evolution of educational systems, and the transformation of pedagogical ideas.

Research indicates that effective teaching of the history of pedagogy requires enriching its content based on national and universal values, as well as reorganizing it in accordance with the principles of historicity, systematicity, and continuity. In particular, the in-depth study of the rich

pedagogical heritage created by our ancestors and its integration into the modern educational process serves as an important methodological foundation.

Furthermore, the effective use of interactive methods, innovative pedagogical technologies, and information and communication tools enhances students' cognitive activity, develops their independent and critical thinking, and contributes to the formation of their professional competencies. Ensuring the interconnection between educational goals, content, methods, and outcomes is one of the key factors in increasing the effectiveness of the discipline.

As a result, teaching the course "History of Pedagogy" based on modern approaches not only improves the professional training of future teachers but also enhances their scientific worldview and readiness for pedagogical activity. This, in turn, contributes to improving the quality of education, supporting innovative development processes, and preparing qualified specialists capable of making a meaningful contribution to the development of society.

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