

ANALYZING THE HISTORY OF PEDAGOGICAL TEACHINGS

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Abstract. Pedagogical analysis is appropriate objectives and strategies in various. instructional situations and assess the levels the level of actual learning at the end. A. comprehensive vision of required tasks, strategies for realization of specific goals. facilitates effective teaching. The history of pedagogical teachings offers valuable insights into the evolution of educational philosophies and practices. Over time, educators and thinkers have developed different theories and approaches to guide teaching and learning. This article provides a comprehensive analysis of the history of pedagogical teachings, exploring influential theories, methodologies, and key figures that have shaped the field of education. By delving into the past, we aim to gain a deeper understanding of the foundations and principles that underpin modern pedagogy.

Key words: a comprehensive analysis, a particular historical concept, pedagogical analysis, teaching and learning practices.

Introduction. Teaching historical thinking requires teachers to isolate and explicitly teach the various concepts. Some of the scaffolds below focus on introducing or reinforcing a single guidepost, others are reading strategies through the lens of a particular historical concept. Pedagogical analysis is a systematic process of examining teaching and learning practices with the goal of improving the effectiveness of educational programs [1]. Pedagogy refers to the method and practices of a teacher. It's how they approach their teaching style, and relates to the different theories they use, how they give feedback, and the assessments they set. When people refer to the pedagogy of teaching, it means how the teacher delivers the curriculum to the class [2]. The pedagogical principles at the School of Teacher Education are based on three elements: creating learning through meaningful learning activities. building learning partnerships in order to create new knowledge. All of this requires students to understand the differences between their perspective and that of others, and uncover the arguments and viewpoints that may be hidden in a source. They use this process to come to conclusions about historical and contemporary events in order to take informed positions and action on relevant issues.

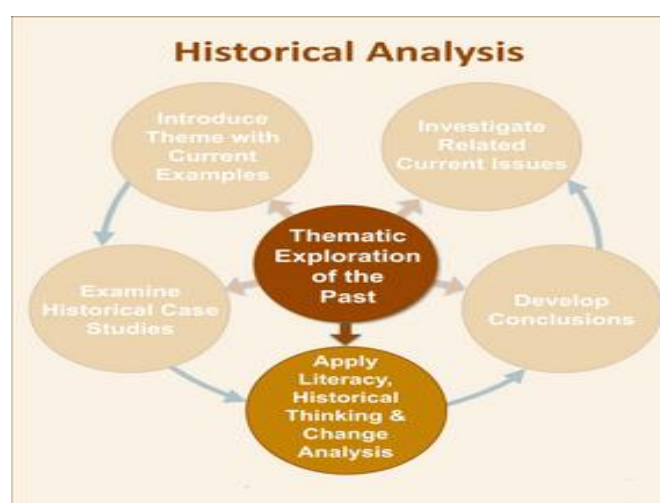


Figure 1. Historical analysis

A first step towards thinking like a historian is learning some important historical concepts. Like most other disciplines, history has its own concepts, skills, terminology and approaches to thinking. Students will frequently encounter terms like change and continuity, cause and effect,

sources and evidence. It is important for students to learn these terms and, once confident, to incorporate them into their own thinking and writing [3,4]. All societies are undergoing some form of change, however minor or unnoticeable it might be. One of the aims of a historian is to identify, describe and explain this process of change. They seek to find out the conditions and factors that caused change. They try to identify how this change affected the society in question. Continuity is the opposite of change. It is where things stay more or less the same. Historians are interested in change but they are mindful that not everything changes. Even during a period of great upheaval, some institutions, traditions, ideas and human behaviors will remain constant.

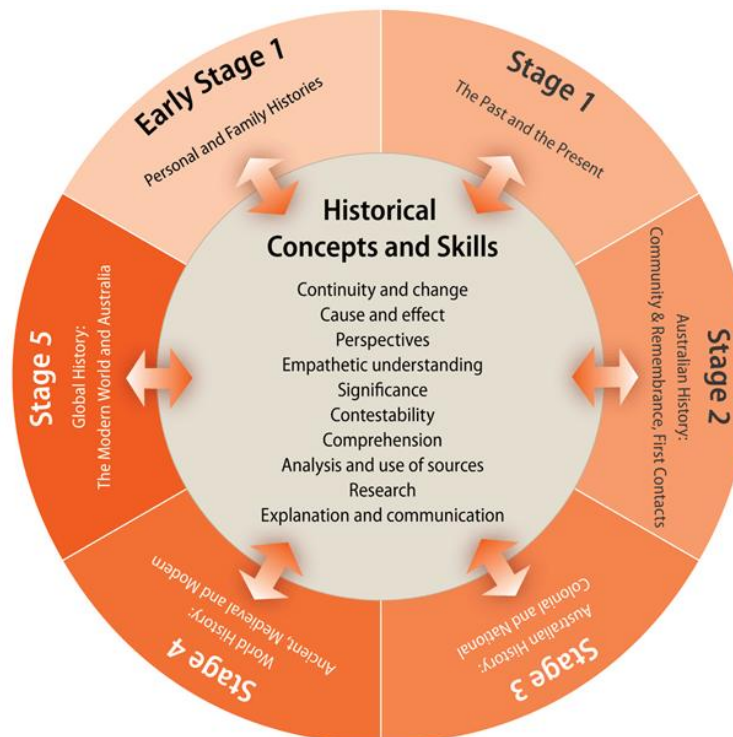


Figure 2. Historical concepts and skills

A revolution might hope to create a new society but it may not change the way that people think or behave. Revolutionary leaders might rebel against oppressive governments, only to end up using similar methods themselves. Every significant historical action or event also has effects or consequences. Historians study the aftermath of these actions and events, to identify and evaluate the impact they had on society. Understanding the effects of an event or change allows us to gauge its significance or importance [5]. Historical significance is a critical concept because it shapes what we study and the conclusions we reach. Those who design history courses, for example, choose to focus on certain people, places and events because they consider them to have greater significance than others. History teachers emphasize certain topics or pieces of evidence because of their perceived significance. Historiography is the close study of history and how it evolves, reaches different conclusions and changes over time. It is largely concerned with the methods and approaches of historians: the men and women from whom we 'receive' history and historical understanding.



Figure 3. Content and pedagogical analysis

There are many aspects of learning and development that stand close scrutiny and have been developed over the years. An amalgamation of teaching and student learning has driven many new forms of understanding in the whole learning process. Both education and business learning have benefited from a clearer understanding of how the brain initiates learning and how students compute information. Thus, the aspect of 'pedagogy' is now often discussed, as we formulate new ideas on how learning and development in education and business can be combined with new concepts in Artificial Intelligence and Virtual Reality. This pedagogical approach builds around situations and problems the learners will experience in their line of work [6]. It could be case-study based, where a pre-prepared situation is disseminated to small groups who use their experience to work on it, or specific issues and challenges that the learners have brought with them or prepared beforehand. This is where learners learn while interacting with others. An integrative approach allows for a cross-fertilization of ideas and concepts that maybe new to various others. The whole point is to make discussed-concepts applicable to other environments, stretching students' minds to apply the new ideas in challenging situations they might encounter outside the classroom. These five approaches can be amalgamated and constructed in formats that work for the specific audience you are working with.

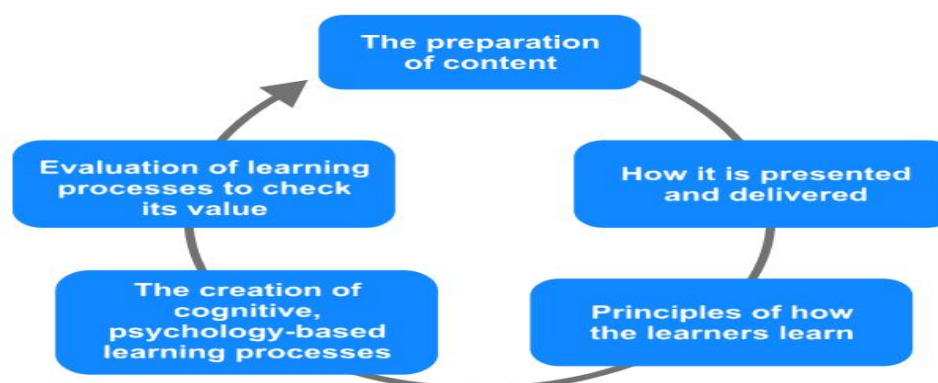


Figure 4. The pedagogical process can be applied in any learning environment

Integrating new learning methods (maybe VR and technological advances) can introduce fun elements into the learning process and get people to engage more thoroughly with the learning concepts. Empowered students are able to assess the significance of historical events or processes, and make meaning of evidence across many forms [7]. They ask probing questions of evidence to examine both continuity and change over time, and to assess the causes and consequences of events and actions. As students develop these specific skills, they are more able to integrate the concepts and engage in deep Historical Thinking as they examine history and our contemporary world. The rise of a new monarch or political leader might bring significant change, though the political system itself may remain the same.

Conclusion. Analyzing the history of pedagogical teachings provides us with a rich tapestry of ideas and practices that have shaped modern education. By exploring the ancient, medieval, and contemporary educational philosophies, we gain a deeper appreciation of the theories and methods that have influenced the field. Recognizing the historical context and the contributions of educational pioneers, we can construct pedagogical approaches that address the needs and aspirations of diverse learners in today's world. As we strive to improve education, it is crucial to reflect on the past while embracing innovations that align with the ever-evolving needs of learners and society.

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