

## World Recognized Masters of the 20th Century

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**Abstract:** We shall discuss educators who made major contributions to the establishment of the educational system in the following essay. Their importance in twentieth-century pedagogy cannot be overstated. As a scientific education enthusiast, each pedagogical scientist will be given extensive information on what innovations have been introduced into the system and how they are being used today.

**Key words:** Mark Twain, UNESCO, Anton Semyonovich Makarenko, Maria Montessori, GeorgKershenteiner, Djon Duke, ability, dignity.

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Our country's educational sector is expanding at a rapid pace. President's schools, which have opened in regional centers, are one example. Investing in education will undoubtedly pay off in the future. Human permission is always changing, evolving, and developing as time passes. By their worldview, thinking, and conclusions, today's readers are dramatically different from those of the previous century. "The earlier writers would be less, the more readers," wrote famous American writer Mark Twain, who specialized in sarcasm and humour. And now the writer is more powerful, while the reader is weaker."

As a consequence of study, news, and successes, the educational system is believed to be a complex system that is built with the permission of the student in a variety of fields, including pedagogy, psychology, sociology, philosophy, and logic. In the educational sphere, it is worthwhile to employ advances in each science and successes in that science at different times. There were many scientists, scholars, and educators who made significant contributions to education during the last century. The United Nations' UNESCO organization named four professors as "pedagogical positions" of the twentieth century. These are the following:

1. Famous Ukrainian educator, writer and founder of the subject "pedagogical skill" Anton Semyonovich Makarenko;
2. Famous Italian physician and pedagogue Maria Montesorri;
3. American famous philosopher, scientist and pedagogue DjonDyui;



4. Famous German educator Georg Mikhael is Kershenteyners.

What was the significance of the above-mentioned professors' contributions to science? We'll start by learning about the activities of ukrainian pedagogue Anton Semyonovich Makarenko. When teaching children in a rigorous colony, the educator emphasized the following processes:

- A. S. Makarenko's major goal was to educate the team's children. Because the team had a lofty goal, a sense of responsibility, and a sense of dignity. The whole is also preferable than the sum of the pieces that make it up, according to logic. While Makarenko also relies on the kollektiv factor, the team's atmosphere and upbringing has shown that he can give more than the educator and parent kid via his own efforts and unique poems.
- According to Makarenko, the most significant condition for family education is the belief that this is the family's duty. The family is a solid unit, which ensures that the child will have a good upbringing. When the child is formed in the family, the father and mother are ideal for him.
- Activities such as play, study, and labor are inhibited throughout a person's life. Makarenko believes that the activity of the game is a very significant aspect in a child's upbringing. Even now, in the modern educational system, the impact of gamification on the child's upbringing and consent is one of the most powerful aspects.
- Makarenko's pedagogical views emphasize the need of instilling civil values in youngsters. Many wealthy countries now invest millions of dollars each year to educate their residents about the importance of this quality of life (such as environmental protection, social protection, child protection programs, etc.).
- Any educator should be able to self-educate to some extent. This refers to the establishment of internal control with the child's consent. In other words, the system operates automatically in this case. When it comes to the upbringing of a child in a family, psychologists have identified four distinct approaches. These are the following:
  - A. *The world is unfair, and you are the fruit of an unfair world;*
  - B. *The world is unfair, but you are my world's Wanderer;*
  - C. *The world is fair, and you are not worth it;*
  - D. *The world is fair, and you are the base of my world, while the children are brought up. And for self-education, a person must create his own family and world.*
- Discipline is a product of upbringing. In colleges, children are brought up through self-discipline, and through this discipline, discipline is achieved.
- Labor through Labor has created a legislative framework for education.
- Discipline has established principles of discipline-based upbringing. These are: sincerity, mutual respect, accuracy, nobility, principles of Labor, teamwork, game awarding and punishment.
- The relevance of Anton Semyonovich Makarenko's rare works has not yet faded. Perhaps his collar-based technique of rearing has been thoroughly taught in pedagogical educational institutions in the CIS countries thus far.

Maria Montessori was the first female doctor, pedagogue, and doctor of medical sciences in Italy. He starts his profession as a nurse in a hospital at the University of Rome, where he also studied. The scientist who researched children's permission noticed several oddities in them and decided to create his own school, which he called "Children's home." The Montessori method is distinguished by the following characteristics:

- Small motor skills and intuition of youngsters are a distinguishing aspect of the method, as is the preservation of personal independence and freedom. There is no one-size-fits-all solution. Each child is approached in his or her own way. The child is moulded by his decision to participate in a ritual or receive an education that he finds acceptable. Self-assurance rises as a result of this.



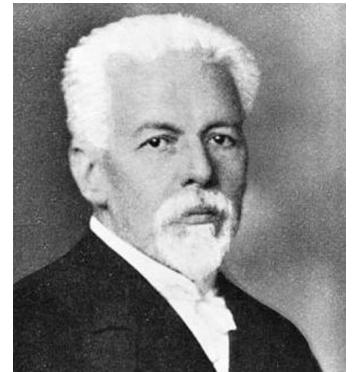
- "Allow me to do this," is the Montessori system's motto. That is, the requirement for an adult to provide opportunities based on the interests of the child is reasonable.

- Children's activity. In the process of teaching the child, the older person is considered to be in the 2 - th level role. That is, not a teacher, but maybe as a partner. This in turn reduces the "invisible" psychological pressure that can be on the child and the formation of independent thinking skills.

- The right to free choice permits a kid to grow his or her strengths by executing the desired action and selecting the appropriate sort of education, in which inner dignity is built and

developed as a skill, while also developing his or her strengths through the lessons that he or she enjoys.

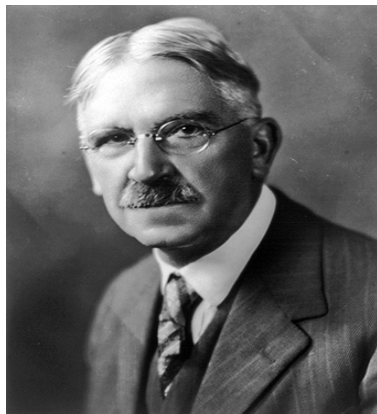
- Classes are held in carefully constructed rooms that provide the best learning environment possible.
- Adults' primary responsibility is to familiarize and entertain children with the current educational environment. The youngsters themselves complete the rest of the process.
- For the building of a kid scan, free thinking, free mobility, and free expression of emotions are provided.
- Maria Montessori was a staunch opponent of traditional schooling. He was the one who arrived to the conclusion that when it comes to training a child, one must rely on the natural component, as nature decides when and how the child's characteristics are created.
- He believed that bans and critiques were detrimental to a child's development. When education is founded on humanism, favorable consequences are seen.
- The youngster has the right to make mistakes and is capable of recognizing his own.
- Through the above factors, Maria Montessori believes that it is possible to bring the child to the level of self-development, self-education and self-awareness. Even today, the Montessori education system is one of the unique systems of pedagogy.



The first in the history of pedagogy, we will conduct a comparative analysis on the drawings of students of a small school age of 100000 and consider the way of scientific research of German philosopher and pedagogue Georg Michael Kershenteiner, who determined that small school-age children receive information well through pictures and schemes. Xosg specificity of Kershenteiner school:

- Both theory and practice convey the necessity to walk side by side in the process of outstanding pedagogical instruction, thinking about "hand intelligence." When a student embarks on a professional career while still in school, he makes the assumption that when he enters adulthood, he will be a specialist in his subject.

- There were workshops, parks and lawns, and laboratories at his labor schools, where the student might see the application of his newly acquired knowledge.
- There were no deserving, inept, or lazy students in his school. Because the child's preference form of labor was occupied by the properly chosen pedagogical system.
- Kershenteiner applauded the student for working on his own and at that time founded libraries in his school, similar to those libraries that only the rich could access.
- The school paid great attention to civil education and legal education.
- His school was founded on the premise of "less education for the child and more qualification for the youngster." In the labor hour, however, there was no obligation. The children were prepared for the future with ten hours of labor every week.
- Kershenteiner's most important concept was the development of personnel who were beneficial to the state and could find a place in society.
- The concepts of Djon DUI, a philosopher-scientist and pedagogue who founded the pragmatic direction in philosophy, are also represented in the history of pedagogy:



- When criticizing the traditional educational system, the educator will point out its flaws, such as its sluggishness, uniformity of techniques and programs, and children's compulsion to mechanically repeat things again and over.
  - The combination of problematic education, design, and the harmony of practical and theoretical knowledge in education was one of the first.
  - "A child is the start, the middle, and the finish of everything." Djon Dyui believes that the educational program should be based on the child's interests.
  - During his career as a teacher, he was the first to adopt the reading system in his pedagogical method.
- Game, Education and upbringing are intertwined.
  - He expressed the need to create an educational program based on the emphasis on the need of the child.
  - The system, founded by Djon Dyui, is considered to be the base system for systems created to date.

Based on the foregoing, we can summarize as follows: as a person and society develop, so will their permission. However, we must rely on ourselves to employ the scientific legacy of such Educators, which has the same influence on the psyche of all ages. "Learning how to utilize your insect necessitates using it the next day," says an old Latin proverb.

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