

## FOUNDATION OF THE THIRD RENAISSANCE

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### ANNOTATION

The paper will discuss the basics of pedagogical thought of the Renaissance, the characteristics of this phenomenon, the main representatives and the contribution to the development of pedagogical thought. Influence of the concept of humanism of the Renaissance on modern pedagogy.

**KEYWORDS:** education, humanists, universal education, mutual understanding.

### INTRODUCTION

Nowadays, the question of the need for pedagogical adjustment of personal ideals arises sharply, in this regard, we want to turn to the history of the era of the Renaissance - at a time when pedagogical thought was closely connected with the development of science, art and literature. The relevance of the above problem lies in the fact that the Renaissance is the boundary between the Middle Ages and modern times, a turning point characterized by the emergence of something new. The history of the Renaissance begins in the XIV century. And ends at the beginning of the 17th century. This era is a stage with many cultural transformations, for example, the widespread dissemination of architecture and visual arts. But also the implementation of the pedagogical idea of humanism is taking place. The teachers of that time advocated that mathematics, mechanics, geography and natural science should be actively studied in schools. Renaissance humanists believed that a person is awarded with divine reason, is able to act independently, without the tutelage of the church. For children of noble birth, teachers demanded a complete aesthetic education, mastery of Latin and Greek, necessary for the study of classical literary monuments. They treated children with respect, opposed strict discipline, tried to awaken interest in the subject being studied. During the Renaissance, educators put forward many ideas and concepts. They used different methods in education, for example, conversation or play, that is, something that was not characteristic of teaching before the XIV century, and as a result, new basic views of people developed on teaching children in schools. Thus, the Czech humanist educator Jan Amos Komensky proposed universal education. He viewed education as a prerequisite for a fair and humane relationship between an adult and a child, highlighting certain principles of teaching, the first of which was the principle of consciousness and activity. This principle included a deep conscious assimilation of knowledge, that is, the child himself "absorbed" the information he needed and, with the help of interesting creative activity, learned it. The second principle is the principle of clarity: here a lot depended on the teacher. By his example, by his actions, he showed the student the basis of any subject in order to interest him in learning. The next was the principle of gradual and systematic knowledge: a certain schedule was drawn up for training, which included the distribution of the child by age and level of knowledge, and any topics in the learning process were studied gradually. And the last, fourth principle was exercise and the solid mastery of knowledge and skills. It consisted of repetition and consolidation of the studied material with the help of tasks and exercises. The outstanding Italian teacher Vittorino da Feltre opened a school called the House of Joy. So he tried to say that in his school, education will bring not only benefits, but also pleasure in learning. In this school, there were frequent alternations of activity: initially, the children were engaged in intellectual development, then they practiced physical exercises. The training was based on visual aids and practical works. Vittorino da Feltre sought to interest children in learning based on their individual characteristics.

For the first time he began to use games in school as a method of teaching, thereby his school played a large role in the development of humanistic ideas and education. The Netherlands during the Renaissance was of great importance in the development of culture, not only due to the creation of such genres of painting as still life and landscape, but also due to the development of humanistic ideas, having a close connection with Italy. The largest representative of the culture of that time was the Dutch humanist Erasmus of Rotterdam, whose works were very popular, and his contribution to the development of pedagogy turned out to be as significant as his contribution to the development of literature. Erasmus of Rotterdam had his own basic ideas in relation to adults and children and to their education. To begin with, he believed that people are not born, but are made through education. Rotterdam tried to convey to society that, thanks to education, a person creates in himself a personality that has humane characteristics. He also said that a person has free will, and only therefore his moral and legal responsibility is possible. The point is that a person always has and should have a choice. He is able to take responsibility for his actions, be it punishment or reward. Rotterdam opposed all violence and always put the protection of the child above all else, pointing out that children must be properly raised from birth, and it is better if parents do it. But if they cannot do it themselves, then they must find a good teacher. Erasmus of Rotterdam has always prioritized a healthy lifestyle and constant physical activity so that people maintain their health. The teacher has always said that the child has the right to a correct upbringing, as well as the fact that the inner world of the child cannot be treated cruelly. He pointed out that the education of children should be based on mutual understanding and respect. Thus, in the Renaissance, universities were opened, new directions of scientific research and corresponding new academic disciplines appeared, and art was developing. This era was marked by the emergence of bright thinkers and educators-humanists, which influenced the development of education in general. Renaissance pedagogical ideas directly played a large role in modern education. Almost all current institutions use the ideas and methods of teaching teachers of the Renaissance.

The Renaissance (Renaissance) is the name of the period in the history of culture that replaced the Middle Ages and was marked by humanism, the flourishing of the arts. The concept of "Renaissance" (Renaissance), which appeared in Vasari (16th century) and spread for a whole epoch by scientists of the 19th century, primarily J. Burkhart, reflected the idea of the historical development of mankind that arose in the works of humanists.

Renaissance is a culturological term, it is coordinated with the concept of "the era of primitive accumulation" used in historical science (according to Karl Marx, as an intermediate stage between the feudal and capitalist formations).

In cases when decisions of an election commission are declared invalid, the election commission that adopted them shall be obliged to prove the circumstances on which these decisions were based.

Therefore, in order to study corruption, conflicts of interest, it is necessary to analyze a number of official crimes, as well as the areas of service of officials.

This time includes such grandiose transformations as the transition from the hegemony of rural to the hegemony of urban culture, which led to the flourishing of cities (Florence in Italy, London in England, Paris in France, etc.); the formation of large state gifts and nations; the formation of national languages and national cultures. A new cultural ideal is emerging - "universal man", realizing himself in various spheres of activity, revealing a universal approach to mastering the world. The brightest example of the realization of this ideal is Leonardo da Vinci, who was an artist ("La Gioconda" and others), sculptor, architect, musician, physician, engineer (projects of a submarine, helicopter, tank, encrypted and re-created by him only centuries later). Other examples: Michelangelo Buonarotti and Lorenzo the Magnificent in Italy, F. Rabelais and M. Montaigne in France, T. More and F. Bacon in England and many others. The largest cultural figures of that time are rightfully called the "titans" of the Renaissance.

Great geographical discoveries, the travels of Vasco da Gama, Columbus, Magellan, Drake in a short historical period of half- changed the perception of Europeans about the scale of the Earth. Travels required the creation of a new astronomy, and N. Copernicus put forward the heliocentric system of the universe as opposed to the geocentric system of Ptolemy. The discovery of direct perspective in painting is associated with the process of cognition of space: the vertical concept of the world is replaced by a horizontal concept associated with a priority interest in earthly spaces, and not in heavenly heights.

In the XIV century. in Italy, the ideology of the Renaissance is taking shape - humanism, the first representative of which is F. Petrarch. Humanists, in search of support for a new view of the world, turn to Antiquity, study the works of ancient thinkers (that is, they revive Antiquity). But it is not just a return to old values that is taking place. Humanism is characterized by a combination of ancient anthropocentrism ("man is the measure of all things"), which applied only to free people, with the medieval idea of equality arising from theocentrism ("all people are equal before God"). The largest representatives of the Renaissance in Italy are humanists, poets, writers Petrarca, Boccaccio, Mazuccio, Poggio, Pulci, Boyardo, Castiglione, Bempo, Ariosto, Trissino, Aretino, Tasso; painters, sculptors, architects Brunelleschi, Alberti, Donatello, Verrocchio, Masaccio, Uccello, Mantegna, Botticelli, Perugino, Leonardo da Vinci, Raphael, Michelangelo, Giorgione, Titian, Correggio, Tintoretto, Caravaggio and others. the development of new genres of secular and spiritual culture (in poetry - a sonnet, a Renaissance heroic and comic poem; in prose - a short story, a cycle of short stories; in drama - the revival of tragedy and the traditions of ancient comedy; the creation of a new type of theater; in painting - a secular portrait, landscape; in architecture - the "Palladian style" of the palace, the Renaissance forms of the temple, embodied in the buildings of the Vatican and the temples of Florence, in sculpture - the revival of "round" sculpture as opposed to medieval statues built into the niches of cathedrals, etc.). The research and translation of ancient monuments of philosophy, history, literature (publication of the works of Plato, Aristotle, Plutarch, etc.) were of great importance. Petrarch and Boccaccio (like Dante before them) laid the foundations of the Italian literary language. The so-called Northern Renaissance includes the leader of the humanists Erasmus of Rotterdam, the founder of Protestantism Martin Luther, artists Jan van Eyck, Memling, Bosch, Bruegel the Elder, Durer, Cranach the Elder, Altdorfer, Holbein the Younger, etc. The new translation of the Bible into Latin by Erasmus of Rotterdam, which laid the foundations for a critical analysis of sacred texts, and also the translation of the Bible into German by M. Luther, which laid the foundation for the formation of the German literary language, played a fundamental role in the activities of the humanists of the Northern Renaissance (Netherlands, Germany). The greatest achievement of the Northern Renaissance was Gutenberg's invention of printing, which led to the rapid development of science, literature, education, literary languages, the entire Western culture appeared as "Gutenberg's galaxy" (M. McLuhan's term). In France, the humanists and writers Rabelais, P. Ronsard and other representatives of the Pleiades, Montaigne, the painter Clouet, the sculptor Goujon and others created their own national version of the Renaissance. In the novel by Rabelais "Gargantua and Pantagruel" found the most vivid expression of "folk laughter culture" (the term of MM Bakhtin), which existed in the Middle Ages almost exclusively in oral form. The influence of the Italian Renaissance was reflected in the architecture of the royal castles in Fontainebleau, Blois and others. In England, the activities of the so-called university minds are of exceptional importance (T. More, in his novel Utopia who embodied one of the first communist theories and laid the foundations of the genre of utopia, and others), the creation of Renaissance drama and theater (C. Marlowe et al. ), which prepared one of the greatest conquests of the Renaissance - the work of Shakespeare. English versions of the sonnet, tragedy, comedy appeared, the genre of historical chronicle was born. Shakespeare, who worked in all these genres, created a whole gallery of "eternal images" of world art culture (Romeo and Juliet, Hamlet, Ophelia, Othello, Iago, Desdemona, King Lear, Macbeth, Lady Macbeth, etc.). In Spain, the heights of the Renaissance were M. Cervantes' novel "Don Quixote", painting by El Greco. Cervantes laid the foundations of the New European novel, created the "eternal images" of Don Quixote, Sancho Panza, Dulcinea To-bos. The ideas of the Renaissance influenced the rulers (Lorenzo Medici the Magnificent, Francis I, Henry VIII, Elizabeth Tudor, Pope Julius II, etc.), philosophers (M. Ficino, D. Bruno, F. Bacon), scientists (Copernicus, Kepler, Vesalius). AF Losev defined the philosophical basis of the Renaissance as the development of Neoplatonism, although not all scientists share this point of view. In the works of Shakespeare and other representatives of the Renaissance culture, the philosophical concept of the Single chain of being dominates - the ascent of all things from the stone (the most material, non-spiritual) to God (the most spiritual, intangible), where a person turns out to be a key link connecting the lower world with the higher, material (body) with the spiritual (soul). Hierarchy (ascent from the lowest to the highest) is present in every link of the Unified chain of being, the violation of the hierarchy at any link is reflected in the entire chain, leads to wars, misfortunes, cataclysms, which can be overcome only by restoring the hierarchical order. The

development of philosophy, experimental science, printing leads to the flourishing of university education. Universities that emerged in the Middle Ages are becoming authoritative scientific centers - the first European university in Bologna (Italy), founded in 1088; University of Oxford (England, 1167), since 1218 - the University of Salamanca (Spain, 1218), since 1222 - the Universities of Padua and Naples (Italy, respectively 1222 and 1224), Sorbonne (Paris, France, 1253), University of Cambridge (England, 1284). New universities appear and develop rapidly: in 1303 a university was opened in Rome, in 1338 in Pisa, in 1361 in Pavia, in 1391 in Ferrara (Italy). In 1348 Charles University was opened (Prague, Czech Republic), in 1364 - Jagiellons University (Krakow, Poland), in 1386 - in Heidelberg, in 1388 - in Cologne, in 1407 - in Leipzig (Germany), etc. Universities arose and developed on the basis of combining general education with special education. If in medieval schools, after the initial study of reading, writing, counting, chanting and memorizing sacred texts and prayers in Latin followed by the study of the "seven liberal arts" - first the trivium (Latin grammar, rhetoric and dialectics), then the quadrivium (arithmetic, geometry, astronomy and music theory), then universities arose from professionally oriented schools (legal, theological, medical), when the stage of quadrivium, that is, a broad general education, was added to them from below.

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