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Copyright Work

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Pedagogical concepts of John Dewey

Theory of Education

The Dissertation of PHD

The abstract

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Overall Review of the Scientific Work

Thesis actuality. The outset of 21st century is marked with the fondness of psychological and pedagogical experiments and research. The representatives of experimental psychology: Stanley Hall, James McKeen Cattell, Williams James and their apprentices, Edward Thorndike, Lewis Terman and others, created special laboratories, that were utilized as the place of conducting various trials on academic process, child development, on certain individual features etc. The result of their experimental work was of widespread use for so called test-papers in order to evaluate Children's mental ability. The above-mentioned scholars based their ideas on the theory that considered the inheritance as the turning point of child's development. This pedagogic-psychological movement was at peak of its development in 1920s.

Despite the traditional attitude towards the school the idea of productive education is gradually coming into effect. That highlights the basis of didactic theory, including new ways and pedagogic – psychological concepts of progressive education. Educational development is aimed at: creating comprehensive innovative framework and finding optimal teaching ways at schools. To accomplish this goal it is necessary to look through and analyze past pedagogical concepts and find out their impacts on the development of contemporary pedagogic theory. In this perspective John Dewey's (1859-1952) pedagogical doctrine is worth considering. John Dewey is a renowned American pedagogue, psychologist and philosopher. He was characterized with his critical and independent thinking. He contributed a lot to teaching theory by formulating the concept referring to thinking process. According him a person starts thinking when he encounters the difficulties that are very crucial to be solved. Every person's conduct (thinking process) includes different stages, such as experiencing the difficulty, encountering and identifying it, exposing its solutions (formulating a hypothesis), reaching the conclusions on the basis of different suppositions (examining the hypothesis logically), and observing and experimenting given outcomes (either accepting or rejecting them).

John Dewey is the author of about 80 monographs and articles, most of them were not available for Georgian pedagogical thinking till the II half of the 20th century, although a number of interesting works were published in 1920s and

1930s by the Georgian authors Sigua S, Rostomashvili Iv, Bocvadze L, Gurgenidze D., Oboladze U. Orakhelashvili M. Kifshidze D and others. As since 1940s any work of John Dewey was prohibited in Soviet Pedagogical Thinking.

At the outset of the 21st century the interest, towards John Dewey's pedagogical and psychological concept, was renewed. His doctrine was put into modern perspective, and highlighted the ideas such as person's development according the historical and cultural values, the leading role of socio-cultural setting in education, the interconnection between theory and practice; enhancing critical and independent thinking among students; rejecting the absolute value of verbal methods taken from books; the crucial role of manual work in the academic process.

Modern Georgian Pedagogical Thinking strives to keep up with the developing pace of European and American Pedagogy. Some of John Dewey's works were translated into Georgian: "Freedom and Culture", "Democracy and Education", "Child and Curriculum", "Experience and Education". A lot of interesting articles were published referring John Dewey's life and work: Dimitriadis G, Akhvediani M, Ordjonikidze N, Dograshvili T, Dvali N, Basiladze I, Chokhonelidze N, Kostava N, Kobuladze N, Shervadze G etc.

Despite the abundant work there is no comprehensive writing that covers John Dewey's pedagogical creation thoroughly. From this perspective there are various obstacles in the current academic process:

- The incompatibility between the ideas found in John Dewey's didactics and the outcomes (achieved results).
- The incompatibility between the necessity of historical cultural values of John Dewey's didactics and the realization of his pedagogical experience.

This issue is not sufficiently highlighted in scientific research that are available in Georgian language. That's why this very dissertation topic "Pedagogical concepts of John Dewey", is relevant to theory and history education, and the discussion is liable to contribute to current educational reforms in Georgia.

Research Aim includes John Dewey pedagogical concept, its theoretical and methodological basis. After reviewing all these elements should be solved various points, such as problematic teaching, pragmatism and constructivism.

Research Subject. Thorough review of John Dewey's psychological and pedagogical concept in order to define various approaches appropriate to the current educational system, upbringing and teaching process, to find out teaching goals, facilities and to check how the given outcomes correspond with the contemporary life.

Research Matter. Thorough review of John Dewey's philosophical, psychological, and pedagogical concept in order to find out its connection with Georgian pedagogical thinking.

Research Study. Thorough review of John Dewey's pedagogical and philosophical concept in order to define pedagogical and didactic approaches, such as:

1. The theoretical and methodological analysis of John Dewey's psychological ideas; Its historical and cultural premises and realization in educational process;
2. The Correlation between upbringing and teaching process in John Dewey's pedagogical concept.
3. The thorough survey of "Learning by doing" and "Experience based upbringing".
4. The essence, content and structure of John Dewey's didactic system.
5. The exposition of historical-theoretical developmental stages in John Dewey's didactic system.
6. The structural description of John Dewey's didactic system.
The exposition of social-pedagogical factors that affected the development of John Dewey's didactic system.
7. The thorough survey of the essence of upbringing in John Dewey's pedagogical concept.
8. The moral theories in John Dewey's pedagogical concept.
9. The exposition of the correlation between John Dewey's pedagogical concept and those of Georgian pedagogues.
10. The significance of John Dewey's pedagogical concept for Georgian Pedagogical Thinking.

The theoretical and methodological basis of the research consists of:

- The systematic character of the psychological principle that thoroughly focuses on historical- pedagogical events together with its particular features.
- The axiological approach, according which a person is of super value and is the main aim of society's development.
- The logical, historical and cultural unity principle in pedagogical concept.
- The personal and creative approaches.

The theoretical and methodological basis is rooted on:

- The ideas of making educational process focused on democracy and humanity;
- The conceptual ideas of historical- pedagogical and comparative-pedagogical research;
- The psychological and pedagogical theories referring to child's development throughout the teaching process;
- The didactic theories of educational approach;
- The individualization of the educational process;
- The development of creative thinking among students;
- The educational concepts that are oriented on the individuals.

The theoretical value of the research. Gaining deep understanding of the historical and methodological roots, on which John Dewey's pedagogical and didactic concepts are based, will contribute a lot to:

- The development of pedagogical thinking and educational philosophy in Georgia;
- The implementation of innovative educational ways for making educational process focused on democracy and humanity;
- The improvement of methodological and theoretical approaches to teaching;
- The renewed approach to John Dewey's pedagogical and didactic components in Georgia;
- The emergence of new prospects concerning modern innovative strategies.

The practical value of the research.

• The theoretical points and conclusions stated in the dissertation are to be used in organizing modern educational process, early learning system and high educational level; as well as in training pedagogical staff.

The scientific innovation of the research:

1. Highlighting the developmental stages of John Dewey's didactic system in Georgian pedagogical thinking.
2. Exposing:
 - The historical and cultural premises of John Dewey's didactic system, covering psychological and pragmatic approaches referring to the experience, as the preliminary stage of thinking process;
 - The basic ideas of physiological thinking;
 - The thorough rejection of Herbaritarian Theory in the educational process.
3. Describing structural content of John Dewey's didactic system.
4. Surveying the basic techniques of the effective functioning of John Dewey's school-laboratory.
5. Evaluating John Dewey's didactic system in Georgian pedagogical thinking.
6. Arising issues of upbringing in Georgian pedagogical thinking according to Dewey's pedagogical concept.
7. Emphasizing the aspects of person's creative development and their conceptual activities on the basis of research methods and project methods.
8. Focusing on the correlation between Dewey's pedagogical concept and those of Georgian pedagogues.
9. The dissertation covers all the above-mentioned topics by giving their monographic survey and strives to fix the fault in Georgian pedagogical thinking.

The theoretical and practical value of the research. The research paper contributes to the theoretical and historical exploration of pedagogy to some extent. The given outcomes provides some help to developing modern academic process and training new pedagogical personnel.

The research hypothesis. The research hypothesis claims that if we gain deep understanding of John Dewey's didactic concept by evaluating and analyzing his

system of teaching and upbringing objectively, highlighting its pluses and minuses, we will be able to make important strides in the exposition of past culture. And the positive approaches, in Dewey's pedagogic concept, can function as a means of developing and improving modern educational system in Georgia.

The research methodology. There are various kinds of methodology used in the research, such as using historical and original resources by means of selecting, systematizing, and generalizing the material; conducting contrasting, descriptive, evaluative and analyzing research.

The main stages of the research.

The research is divided into different stages:

- **The first stage.** Includes the significance of selecting research problem, by emphasizing its actual functioning and proving the substantiality of encountered hurdles; thorough study of John Dewey's monographs and articles (original, or interpreted ones); deep analysis of philosophical, pedagogical and physiological literature. All the above-mentioned made it possible to determine the research development and its hypothesis.
- **The second stage.** Devotes to the historical and methodological basics of John Dewey's didactic concept; the exposition of the common features with 20th century reformers; the definition of the theoretical basis and structure of John Dewey's didactic system.
- **The third stage.** Highlights the technological aspects in John Dewey's didactic system; the realization of research methods; the pedagogical and methodological analysis of the amassed material after conducting the research; the illustration of the dissertation.

The statements that are to be highlighted:

- The genesis of John Dewey's didactic system, and the historical-methodological premises of its development.
- The role of pragmatic philosophy, that deals with the experience as the incentive of the thinking process.
- The chief ideas of John Dewey.
- The principal rejection of Herdaritarian Theory about the formal teaching.

- The education-the process of gaining lifelong experience-knowledge accumulation process.

- The upbringing-as the social process.
- The theories of morality.
- The interesting coincidence between John Dewey's educational viewpoints and those of Georgian pedagogues.

The given outcomes of the theoretical research:

- The genesis of John Dewey's didactic system, and theoretical proofs of the historical-methodological premises of its development; the chronological order of the development of didactic system.
- The identification of the role of pragmatic philosophy as the initial stage of experience accumulation.
- The efficiency as the medium of reaching success.
- The identification of the education, as the process of knowledge accumulation throughout the whole life.
- The study of psychological statements referring child's individual development.
- The study of the upbringing-as the social process.
- The rejection of Herdarian pedagogy in terms of training different skills among children.
- The amassed material focusing on the content of the certain subject matter.
- The analysis of the material considering children's active development.
- The analysis of entire pedagogical concept of John Dewey.
- The study of John Dewey's approach toward moral principles.
- The further detailed description of the coincidence between John Dewey's educational viewpoints and those of Georgian pedagogues.

The size and structure of the paper work.

The research paper includes introduction, four chapters, general conclusions and references. The introduction states the aim of the research paper, explores its actuality, theoretical and practical value; identifies a problem; determines some methods for conducting the research; formulates several statements.

The given research enables us to make a comparison between John Dewey's pedagogical ideas and those of contemporary scholars. The research outcomes will contribute a lot to the development of modern educational system.

Brief summary of the dissertation

The first section, John Dewey, philosopher and pedagogue reformer, of the first chapter, Theoretical and practical analysis of John Dewey's pedagogical concepts, gives the biographical background of John Dewey. After graduating the University of Vermont in 1879, he started teaching at high school in South Oil City, Pennsylvania. After two years of teaching high school Latin, algebra and science, Dewey returned to Burlington to teach in a rural school closer to home. With the encouragement of H. A. P. Torrey, his former philosophy professor at the University of Vermont, Dewey wrote three philosophical essays which were accepted for publication in the *Journal of Speculative Philosophy*, whose editor William Torrey Harris, hailed them as the products of a first-rate philosophical mind. In 1882 Dewey left teaching to do graduate work at Johns Hopkins University. There he studied philosophy-which at that time and place primarily meant Hegelian philosophy and German idealism- and wrote his dissertation on the psychology of Kant.

After having received the doctorate in 1884, Dewey was offered instructorship in philosophy and psychology at the University of Michigan. In his first year at Michigan, Dewey not only taught but also produced his first major book, *Psychology*. At Chicago he established the now-famous laboratory school (commonly known as Dewey School), where he scientifically tested, modified, and developed his psychological and educational ideas.

The second section, Theoretical and methodological basis of John Dewey's pedagogical concepts, explores Dewey's pedagogical system, where learning process is referred to as the formation of personal ideas and concepts. Discusses Dewey's attitude towards social sciences, that he considered to be more important than those that study non-living phenomena. Particularly he reckoned that students should be taught not general social sciences, but actual problems, that they encounter in their daily life. According John Dewey social science course must be short and smooth. He doesn't approve traditional teaching method as it doesn't correspond to

students' needs and individual peculiarities. That results in child's negative attitude to the teaching process. Through his proposals and theories, Dewey strongly declared that education needed new paradigm and orientations to be relevant not only to a student but to an educator. He discusses the need of a theory for the progressive Education to be established. The teacher in his education is the communication agent of knowledge and moral values. On the assumption that traditional education owns a static teaching process, where what is explored is a finished content, the philosopher believes that the new education is free possibility and the student will experience different practical ways in the learning process.

The third section, Philosophical and psychological basis of John Dewey's pedagogical viewpoints, deals with philosophical and psychological theory and states that Dewey did not search beyond the realm of ordinary experience to find some more fundamental and enduring reality. For Dewey the everyday world of common experience was all the reality that man had access to or needed. Dewey was greatly impressed with the success of physical sciences in solving practical problems and in explaining, predicting, and controlling man's environment. He considered the scientific mode of inquiry and the scientific systematization of human experience the highest attainment in the evolution of the mind of man, and this way of thinking and approaching the world became a major feature of his philosophy. In fact, he defined the educational process as a "continual reorganization, reconstruction and transformation of experience".

The fourth section, The evaluation of John Dewey's pedagogical viewpoints among foreign scholars, highlights how foreign scholars respond to John Dewey's pedagogical viewpoints in their paper works. In Great Britain John Dewey's ideas became appealing in the 20th century. In 1910 Kershenteyner, who established "labor related school" in Germany, after visiting the USA gathered that Dewey's concepts reflected wholly new school model that he referred to as "active school". In France Dewey's ideas became a disputable matter for many years. Some scholars were for Dewey's attitudes on "learning by doing" and others supported authoritative methods of learning. In 1924-25 Emil Durkheim, Founder of the French sociological school, emphasized the need of Democracy in Education, and particularly focused

on the significant role of pragmatism on the primary stage of socialization. In 1960 scholars mainly criticized Dewey for humiliating teacher's role in learning process.

The first section, The developmental stages of John Dewey's Didactic System, of the second chapter John Dewey's Didactic System, discusses the following stages:

The first stage: 1879-1884 _The period of accumulating primary pedagogical experience; The analysis of education process at schools; the formation of philosophical viewpoints, that effected the development of reflective thinking theory.

The second stage: 1884-1894 _Michigan period-the formation of teaching ideas as the reconstruction of students' experience.

The third stage: 1894-1904 _Chicago period-the period of searching ways for reforming society by means of education reorganization; practical realization of John Dewey's didactic system at his laboratory school.

The fourth stage: 1904-1952 _Columbian period-the period of further theoretical and philosophical processing of education problems; the generalization of experience at progressive schools; the spread of his own pedagogical ideas and their impact of educational practice at schools.

The second section, The project method at school, states the project method that directly associates with the American philosopher and educator. He believed it was vital for schools to encourage students to think for themselves. They would be then more likely to become active citizens who would help to shape a better society. He reckoned that students should not only actively participate in the learning process, but also take charge of their learning and make informed decisions. According Dewey project as a method matches with human prospects of collaboration as the method is mainly focused on communication and cooperation. The learning process is conducted in team in which each individual's experience and knowledge is valuable and is actively employed through the process. Knowledge, values, attitudes, responsibilities are accumulated through collaboration in group rather than among individuals. Students are more willing to conduct the task they are keen on, rather than the one assigned by others. That's why the project method

enables the students to use the entire surroundings as a means of implementing cognitive processes.

The third section, Problem Teaching, refers to the teaching based on problem-solving method. It discusses independence problem and the difficult issue among children that deals with corresponding your personal needs with other people's needs. Dewey suggests plain communication among peers to be the best solution to this issue, as it contributes to developing independent thinking, intellectual responsibilities, and cognitive skills. Dewey saw subject matter as a resource for social and intellectual problem solving. In keeping with principles of child development, the selection of subject matter was related to children's experiences and interests, and moved from primarily concrete and physical experiences for the younger children to more abstract and intellectual pursuit for older groups. Dewey believed that learning by doing enabled students to develop their problem-solving skills. They could clarify the learning and apply it in their future lives. He argues that it's crucial to take advantage of students' curiosities and explore situations and contexts. Teachers should create problems and organize them so students can start thinking towards the issues and to the world that surround them, that's much more than teach how to memorize material.

The fourth section, Pragmatic Pedagogic, covers the aspects of pragmatic teaching. Dewey proposes to shape theoretical bases to pragmatic education. Pragmatic education prevails in practice, there is a long way to go, that means it is not simple step to be made, there is much criticism about the pragmatic pedagogy and the experience theory must be reorganized to drive education into practice.

Dewey makes reference about the child inclusion at school. The child is removed from his little familiar world and is forced to be included in a new world, and so we must create a condition so the interest can be created, all this can be conducted by means of practice. That implies repeating the same action continuously, serving to deepen students' existing knowledge and prepares the fundamental basis for acquiring new knowledge. The practice may be given in oral or written forms. Among practical methods Dewey was mostly keen on lab works, experiential studying that helps to develop various skills among students. Dewey proposes to shape basis that aim intense development of the student, turning them critical and

reflective. Dewey hypothesized that the education's focus should be on the quality of the experience, rather than the information it gave out. His answer was pragmatic education that was based on the concept that learning was best through practice and hands-on activity directly related to the learner's life. In pragmatic education, learning happens through actually doing something and then contemplating about the process that influences learning the individual. It connects classroom learning with actual experiences and reflection. Service learning, adventure and workplace internships are all good examples of pragmatic education.

The fifth section, Progressive pedagogic, deals with main principles of progressivism. Based on the philosophical concept "progressivism" belonging to "new education", is a revolution in pedagogy, promoting "a child-centered school". The concept of experience is the basis of Dewey's theory of progressivism, but this pedagogic view is not only based on his philosophical concept, but also on the social, economic and cultural realities of American society. In John Dewey's view growth is represented by the ability of learning, forming habits and readjusting activity to new conditions. Dewey stimulates learning through discovery and discourages the accumulation of what is transmitted by others. The method solves in a way the dispute between learning by effort and learning stimulated by interest. In the learning based on interest, it has been demonstrated that work without interest becomes a real drudgery for students. The method promotes the student's intrinsic motivation and spontaneous interest, and it provides the conditions necessary for undertaking an activity towards fulfilling that interest. The student mobilizes his/her effort to overcome the obstacles that may occur. The educational system based on the student's freedom to choose amongst the subjects of study is deduced by Dewey from the theory of interest. Dewey's teaching theory opened the way for an active educational system, which has taken into account the particularities of individual students, and has stimulated the teacher's creativity, giving school a practical orientation. In his Progressivism Dewey is focused on two fundamental theses, namely: the child and his interests are placed in the centre of educational activities and the rapid pace of social change.

The sixth section, Social constructivism in John Dewey's pedagogical concept, refers to constructivism as "doing theory"-and in the field of education it

highlights learning in social surroundings and by interacting towards others. Dewey emphasizes social constructivism, as theoretical approach that aim exploring the ways of acquiring and constructing the knowledge existing in the real world. Constructivism sees the value of an idea or tool being its use as an instrument for getting results. Bearing this in mind, learning should be relevant and rewarding-rather than only theoretical. In connection to constructivism Dewey proposes to provide new apprenticeship and new ways to link beginning from knowledge that the student bring, where experiences will allow construction of knowledge expansion. Teachers must know their students' learning abilities, learning styles, social behaviors, and lives because such information is crucial to effectively construct knowledge and organize essential learning experiences; and, they do well to learn these aspects of students' lives from students themselves. Dewey understood that the objects and events be related intellectually to those of earlier experiences, and this means that there be some advance made in conscious articulation of facts and ideas. He argued that the primary source of social constructivism resides in the very nature of the work done as a social enterprise in which all individuals have an opportunity to contribute and to which all feel a responsibility. According Dewey constructivism is participative, interactive, and applied. It allows contact with the environment, and exposure to processes that are highly variable and uncertain. It involves the whole-person; Learning on the basis of constructivism theory is participative, interactive, and applied. It allows contact with the environment, and exposure to processes that are highly variable and uncertain. It involves the whole-person and deals with constructing knowledge on the fundamental principles of continuity and interaction that would in turn, augment powerful educational experiences.

The seventh section, The laboratory school of John Dewey and its role in the development of new school system, explains the essence of John Dewey's laboratory school, which he established in 1894, at the University of Chicago. At school he scientifically tested, modified, and developed his psychological and educational ideas. Activities at the Dewey's laboratory school arose from the child's own interests. The integration of the curriculum emerged from teacher's and researcher's beliefs about learning and from the beliefs about the purposes of

schools. The acquisition of skills emerges from activities and inquiry related to a broad central theme, and are explored in the community of the classroom. The Dewey school curriculum, and the integration of that curriculum, was expected to occur naturally, as subject-area specialists designed activities to explore the problem each group was investigating. For example a group of 6 year old children, in addition to counting and measuring, learned about the farm, also used dominoes and blocks to help develop concepts of tens and units. The central focus in each age group at the Dewey school had a strong social studies orientation. The social purposes of the school were the Dewey school's major concern. Studies in subjects such as science, mathematics, cooking, art, music, and even French were related to the central social, historical, or geographical central theme. At school children were continuously encouraged to learn through experience, clarify the key points and apply the lessons to get practical results.

From the outset, Dewey's school was not meant to be a mere practice, model, or demonstration school where normal school students acquired simple instructional techniques and exercised fixed lessons and specific drills. Instead, Dewey envisioned his school as a scientific "laboratory" staffed with college trained teachers and devoted to research, experiment, and educational innovation. Like the Herbartians, he expected his school – as part of the University's Department of Education – to perform two functions: first, to test and evaluate his theories about schooling and teaching and, second, to appraise the findings of these studies and work out subject matters and teaching methods for a curriculum that did not focus on books and recitations but on children and activities. The ultimate aim Dewey strived for with his experimental school was laying the foundation for a reform which would revolutionize the educational system and, over time, transform the society into a great democratic community. Parents who feared their children might be misused as guinea pigs were reassured that the school did not experiment with children, but for children. Apart from serving as an educational laboratory, the school felt obliged to bestow a sound and liberal education upon the students under its care.

The eighth section, Comparative analysis of John Dewey and Johann Herbart, studies the works of John Dewey and Johann Herbart comparatively.

Herbart was the first person who tried to merge the aspects of pedagogy and psychology in the upbringing process. But still there were some problems concerning how he could reveal and coordinate all the truth about pedagogy and psychology. Though his greatest merit is the attempt of processing the aspects of science and art in the service of upbringing.

According to Herbart, the main aim of upbringing is to form a person with assertive moral character. The active role in the teaching process belongs to a teacher, while a student is passive. The most sophisticated was the lesson plan based on "formal stage" which was equal to everybody. The teacher had to follow methodical statements, it shouldn't be related to their requests and interests.

At that time there appeared a person in the USA who made the statements milder and created his new theory. It was John Dewey - the leader of pragmatic pedagogy. He chose the new way of working at American schools.

Dewey criticized Herbart and his American followers. His critics were based on the fact that while organizing a teaching process, children's interest should be taken into consideration. So soon it was clear that school reform was irreversible in the USA.

In the first section, Several Aspects of upbringing in John Dewey's didactic concept, of the third chapter Aspects of upbringing according John Dewey, are mentioned some items from Dewey's pedagogical concept. The items connected with the regulation of upbringing are also discussed, such as: a. the process of preparing to take part in social cognition and b. how to relate individual creativity to the cognition. From Dewey's point of view, connecting school with school democracy was the most important phase of education. Democratic formation of the society plays an essential role in creating the atmosphere where a person could be developed. Dewey thought that school would support such kind of atmosphere for students. He thought that it wasn't necessary to load their memory with facts, it's better to give them more typical statements, it would help them to deal with the problems from their own experience. It isn't necessary to gain a very large amount of knowledge in every branch. Children should get introduced to the facts and methods which would arise the desire to get knowledge.

The second section, Moral theories in John Dewey's didactic concept, refers to the theories of morality. According to his theories the aim of teaching process and discipline is to form the character of a person. All the interrupting concepts which are connected with character and intellect should be discussed.

John Dewey gives the precise definition of the characteristics of social and moral behavior. It includes the behavior of every person. All actions are based on habitual principles. Honesty, caring for somebody are the basis of bravery.. They are connected with different attitudes which aren't easy to notice. Only their integration with different factors develop an effective behavior. Moral and social characteristics of behavior are identical.

The first section, John Dewey and Georgian Pedagogues, of the fourth chapter, John Dewey, Georgian Pedagogical Thinking and Contemporary academic world, refers to Dewey and Georgian teachers in the second part of the 19th century. The views connected with teaching history according to Dewey and Chavchavadze are compared. Dewey pays attention to the items such as teaching process and social relations. The discrimination in teaching process is unacceptable for him. Ilia Chavchavadze's points of view coincide with Dewey's attitudes on this subject. Chavchavadze is mainly focused on individuals. He is also for the integration of different subjects, teaching by doing. He thinks this is very important for gaining the skills of everyday life.

The methods of teaching Geography according to Dewey and Chavchavadze are also discussed. John Dewey states that while teaching and learning Geography it is very important to realize space and nature connections and also it is necessary to recognize that this course contains the set of facts and principles. Geography as the subject is more informative. It teaches us how the relationship between humans and nature can be realized. We find the same attitude towards this item with Al. Chichinadze. He mentions that Geography trains the brain of the young people. It develops esthetic feelings in a person. It inculcates the love of society and his native country.

The second section, How John Dewey's Pedagogical Thinking spread in Georgia in 1920s-1930s, includes the topics connected with Dewey's pedagogical attitudes spread in Georgia in 20-30s. In 1928 Dewey was the leader of the group

of American teachers, who were invited to the Soviet Union. He wanted to represent them the organization of the education at that time. In 1929 Dewey published the studies "Impressions on Soviet Russia and the revolutionary environment", where he appreciated Soviet education and pedagogy highly. Dewey mentioned that the visit to children's colony in Leningrad made great impressions on him. "I have never met so cute, happy and mentally busy children", he said. But during the total Stalin period, Dewey's pedagogy couldn't be developed. He used to say that the methods of upbringing in the Soviet Union differ from those in other countries. After his death the book "Dewey's pedagogy for American reaction" was published. Only at the end of 90s Dewey's pedagogy became popular in Georgia too. At the end of 20s and at the beginning of 30s practical methods of teaching and "brigade – laboratory" were introduced to Georgian schools. The basis of these methods was Dewey's pedagogical attitudes. According to his method, the centre of teaching process isn't an active teacher, but a student who is fully involved in it.

The third section, The role of John Dewey's pedagogical precepts in modern Georgian Pedagogics, discusses the significance of John Dewey's pedagogical precepts for contemporary educational system in Georgia. The very concepts that are gradually spreading in modern educational process are the one below:

- Learning by experience.
- Integrated curriculum focused on particular topics; flexible and dynamic educational plans.
- Working in groups and providing useful setting for social development.
- Learning for comprehension, rather than memorizing the rules.
- Developing critical thinking.
- Individualization.
- Teacher as a counsellor.
- Developing in accordance with individual characteristics.
- Social efficiency.
- Cultural interaction.

The general conclusions given at the end of the dissertation.

1. According to Dewey the priorities of the education are: individualism of teaching, taking into consideration students' creative interest and demands. This was

followed by the popularization of Dewey's didactic ideas. Dewey's method-project started again. They began to use this method in teaching, so it was possible to integrate students' knowledge with other branches and to use obtained knowledge in practice to develop new ideas.

Project-method intensifies the interest toward science as it is:

- Concentrated on an individual
- Uses a wide range of methods (learning by doing, learning on your own, role playing, problematic learning, discussion and etc.)
- Students' interest increase during the process of teaching.
- Students are able to study on their own and on others experience too.
- Students who see the result of their work are pleased.

2. Inculcating problematic teaching provides to accomplish the following functions: a. To recognize knowledge on the basis of creative usage. b. To master the creative and scientific work. Problematic teaching improves the scientific attitude towards upbringing. It isn't a particular type of teaching, which replaces the previous type, it doesn't play the role of universal method of teaching. It is the part of modern teaching system.

3. According to Dewey we can state the educational conception of pragmatic pedagogy: Learning by doing (it reduces theory and the role of systematic knowledge)

4. To admit the leading role of a student in teaching process.

5. The form of organizing the learning process: workshops, laboratories and etc.

6. A teacher has social functions: to organize group projects and to fit curriculum to a student.

7. The pedagogical ideas of pragmatic pedagogy include the following:

- Learning by experience
- Work which is worth doing gives a particular result.
- Teaching process should be based on children's interest.
- Teaching should be focused on children's future career in society.
- Method of educational project – it is a teaching system, when students gain knowledge while performing practical tasks.

• Instead of Fundamental Disciplines "Instrumental Disciplines" should be used at schools.

• Constant process of education is essential for every age category. The whole society should be involved in this process.

• The usage of games in teaching process is very important.

• To create appropriate atmosphere for students, to develop their internal abilities and to get rid of difficulties which prevent them from developing - should be the main aim of teaching process.

• The terms of successful teaching are: to raise a problem; to connect learning process with a game, work and life in general.

8. John Dewey explains that philosophy is the form of thinking which is aimed at reducing confusion and it, like all kind of cognition types, is rooted on the obscurity of the experience content and aims decreasing ambiguity and suggests hypothesis that are to be tested through activities. It's characteristic of philosophic thinking that its issues are scattered in social conditions and goals, setting conflicts of interest and institutional aspiration. As the only key to harmonic change is the modification of emotional and intellectual disposition, philosophy is explicit formulation of various life interest and opinions, methods encouraging the transformation so that it might not be the only hypothesis about something that is desired. Hence, we are to support the thesis that philosophy is the theory of education as an intentionally implemented practice.

9. According to Dewey, school should be a workshop, a laboratory with the preference for "doing" and not "listening". The academic process should be conducted through obtaining experience which is adapted only with exploring the environment. The efficiency of studying is dependent on children's interest and motive impulses, in particular:

- The demand for speaking and communication.
- The requirement of searching and concluding.
- The impulse 'to create' and 'build'.
- The impulse to represent in art works.

10. Dewey considers that solving a troublesome situation consists of 5 stages:

• The feeling of difficulty (maybe turmoil). It's vital to state the root of the problem. In other words, being conscious of the problem, being able to answer the question- 'what's the problem?'

• When the problem is definite, ambiguous situation turns into problematic one. Sometimes the first and the second stages are put together, especially when we are aware of the problem from the very beginning. And of course, this awareness means realizing the difficulties of the problem and setting goals.

• This stage involves bringing a hypothesis forward and needs logical thinking, some particular ideas or activities aimed at solving problems.

• At this stage criticizing and assessing the hypotheses take place.

• The last stage is the experimental evaluation of the hypotheses. (Are our suppositions right or not?)

The development of Dewey's didactic system is divided into 4 stages, while in Georgian reality the 5th stage can be added- the 90s of XX century and the beginning of the XXI century. Individualizing teaching process, considering students' cognitive interest and needs are privileged during this period. That was followed by the realization of Dewey's didactic ideas: his method - project - was widely used during the academic process so it was possible to integrate students' knowledge received from various spheres, use this knowledge practically to create new knowledge, values and idea.

11. Using projects encourages interest in science and arouses desire for studying as projects:

- Are oriented on individuals.
- Use a wide range of didactic strategies (studying through doing, independent studying, joint teaching, role-plays, problematic and heuristic teaching, discussion, group teaching and etc).
- The higher the interest in the working process is, the better becomes the level of students' eagerness.
- Give students possibilities to base the studying process on their own or other's experiences.
- Students are pleased as they see the result of their work.

12. Introducing problematic teaching provides the accomplishment of three functions: 1) accumulating thorough knowledge to serve some kind of creative needs; 2) acquiring cognitive and scientific thinking; 3) mastering experience, features, creative work process. These functions are completed by problematic teaching through accomplishing didactic principles and particularly, through connecting teaching process with real-life situations. Obviously problematic teaching fosters effective introduction of developing scientific outlook, independent understanding of the surrounding reality, establishing evaluative relationship and making the right decisions about the appropriate behavior. Problematic teaching isn't a special way of teaching replacing the former one, it doesn't stand as an universal method. It's an essential part of the whole modern teaching system. It suggests the types of the essence of education and the variety of the teaching methods.

13. According to Dewey educational concept of pragmatic pedagogy can be formulated as follows:

- Working practice (reducing the role of theory and systematic knowledge) based on studying through doing and experience;
- Acknowledging students' leading role in pedagogic process;
- Forming types of school work organization: workshops, laboratories, scraps of lands;
- Orienting School on the present and not only on the future;
- The environment helps to grow up, life helps to study;
- The method is subordinate to doing;
- Teacher is of social significance;
- Planning group projects;
- Adjusting the curriculum to the students' needs.
- Developing child's activity;
- Provoking interest as the motive for teaching;
- Recognizing child's individual experience as basis of academic process;
- Detecting innate instincts, abilities;
- Considering moral rearing as a part of individual experience;

- Bringing up emotionally and not developing intellect serves as school's main goal;
- Developing the ability of thinking;
- Attaching importance to games, improvisation, self-creative process alongside the working process;
- Decreasing the usage of textbooks in teaching process.

The following studying stages are distinguished in pragmatic pedagogy:

1. Detecting the problem;
2. Defining the problem;
3. Suggesting the solutions;
4. Evaluating these solutions through the past experience;
5. Testing the best way to solve the problem;
6. A teacher shouldn't be dominant in academic process.

The disadvantages of pragmatic pedagogy are:

1. Rejecting theoretical and systematic knowledge;
2. Neglecting the leading role of the teacher;
3. Denying revisions, lectures, lessons- educational system entirely;
4. Giving preference to educational resources;
5. Needing great amount of money for supporting school;
6. Practice taking precedence over theory;
7. Ignoring social roles in personal development.

It can be concluded that the movement of education with its main principles –learning through experience and social interaction- is connected to John Dewey. This is a student-oriented approach placing emphasis on learning through research and own experience. Obtaining education is important, but being capable of using this knowledge is more essential. It's the tendency to practical knowledge.

14. On the one hand, Dewey's constructivism contradicts traditional epistemological positions which are based on similar idealistic and realistic origins. Dewey critically focuses on their common fundamentals such as the split between subject and object, reality and knowledge, the world and its perception.

On the other hand, his point of view is founded on a constructive epistemological program beginning with the relation between knowledge and action. These foundations seem to be valid and this is proved by the latest neo-pragmatic researches. Moreover, it fosters to evaluate arguments arising from radical constructive and social-cultural approaches to teaching. Dewey's transactional knowledge reveals that the discussions in the educational field continue to exist at the crossroads of knowledge and reality. Mostly the constructive paradigm of teaching is still closely connected to traditional, dualistic framework.

15. Dewey had to prove his theory all his life. Dewey and his theory of "teaching through experience" were mainly criticized for making adolescents learn craft and encouraging professional and vocational training. Notwithstanding this, Dewey himself believed that such understanding of teaching through experience was superficial. His school-lab was focused on teaching by experience. However, Dewey thought that a teacher should be capable of giving such experiences that would motivate and engage students actively in the educational process. He didn't mean experiencing something in a passive way supposing that teachers should take into account students' previous experience, needs and prior preparation level. Studying with the help of teachers and texts was replaced by studying through experience.

With the help of "pragmatic" didactics Dewey tried to solve the issues that couldn't be dealt with by means of Herbart's didactics. Therefore, opposite solutions to "extremely" similar problems were developed which are successfully used at particular stages of teaching, but extremity can't be true. This fact was vivid at once after analyzing the achievements of these two systems as they didn't respond similarly to ongoing living standards.

16. According to Dewey upbringing is an inseparable part of teaching process during which playing naturally turns into working alongside with realizing the results of actions. A working process is the same activity but involves its results and their studying as its main component. The work which maintains playing is an art. That's why he attaches so much significance to using playing methods and art in teaching process.

Dewey develops interesting theories of morality considering morality-related activities that are divided into two contradictory factors. They are often referred to as inner and outer or spiritual and physical factors. This division serves as the separation of the mind and the world, the body and the soul, the purposes and the means. The concept of dualism - motive and character is considered as 'inner' outcomes and behavior is thought to be a motivated action existing outside the mind.

He noted that a paradox often arises while discussing the issues of morality. The mind is considered as a particular kind of talent from which moral intuitions are derived. Sometimes moral knowledge is believed to be a separate approach. Such division in the field of education creates hopelessness in the upbringing of personal character as the link between acquisition of knowledge and developing thinking process isn't taken into account.

17. Both John Dewey and Ilia Chavchavadze belonged to almost one and the same epoch. It was due to this period that educational problems were so vividly introduced to readers. It was the time that made him discuss educational subjects based on democratic positions. Because of this period the scientist from a distant country and Georgian educationalist made homogenous decisions independently from each other. Ilia noted:

"Being sole is only for the nobility, that means that everyone all together should be present in trouble and feast, not to waste his fortune and mental ability on trying to be alone and happy separated from others', this is the reflection of the period".

Both John Dewey and Al. Chichinadze demanded that reality should be revealed, students should observe the surrounding objects on their own, they should explore the natural events. "At the stage of teaching, when students can't spot by their vision, such kind of topics should be presented with the help of their mind. Earthquakes, vast valleys, icy summits of the mountains reaching the sky- this is what's written in the book containing so much information that humanity wasn't able to read it thoroughly through its long history. While hiking in the nature a superintendent should encourage students to recognize

facts, compare them with one another and make conclusions by themselves and not just to give them ready-made knowledge”.

Ilia Chavchavadze as well as Alex Chichinadze independently from Dewey demanded that teaching process be oriented on a student and preferred delivering the material through doing.

18. In the 20-30s in Georgia improving knowledge and developing habits through projects were defined in accordance with students' highest level of participation in socially useful work and activity which was provided with Dewey's pedagogic ideas and laboratory methods.

Scientific outcomes of the dissertation are published in the following issues:

1. Kancheli N.- John Dewey's Theory of Research and Educational Philosophy. Iakob Gogebashvili Telavi State University, Faculty of Educational Science. I International Scientific Conference "Education, Research, Practice". Scientific Papers. Telavi. 2006. Pg. 274-279.
2. Kancheli N.- John Dewey a Philosopher and a Pedagogue-Reformer. Akaki Tsereteli State University, Faculty of pedagogics. VII International Scientific-Methodological Conference, Urgent Problems of Teaching and Upbringing. Conference Proceeding. Kutaisi. 2016. Pg. 117-120.
3. Kancheli N.- John Dewey Pedagogical Creed and its Effect on World Educational Field. Akaki Tsereteli State University, Faculty of pedagogics. VII International Scientific-Methodological Conference, Urgent Problems of Teaching and Upbringing. Conference Proceeding. Kutaisi. 2016. Pg. 113-116.