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THE HISTORY OF CHANGES IN EDUCATION AND CONFLICTS BETWEEN TRADITIONALISM AND MODERNITY

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Abstract. This research article analyzes the historical development of the education system, the formation of traditional pedagogical views, the emergence of modern educational models, and the theoretical and practical contradictions that arise between them. It highlights the role of education in driving social progress, preserving cultural heritage, fostering human cognition, and training specialists who meet the needs of society. Furthermore, the study examines the evolving dynamics of teacher-student relationships, the enhancement of learning methods, the integration of digital technologies into the educational process, and the interplay between national values and global pedagogical trends. The aspects of traditional education that ensure stability, discipline, systematic knowledge, and cultural continuity are compared with the features of modern education focused on independent thinking, creativity, collaboration, and problem-solving. Based on this analysis, the article substantiates the importance of achieving a purposeful harmony between historical experience and innovative approaches in the development of education, rather than pitting them against one another.

Keywords: History of education, independent thinking, quality of education, history of pedagogy, student-centered education, educational transformation, history of educational development, educational values.

Аннотация. В данной научной статье анализируется историческое развитие системы образования, формирование традиционных педагогических взглядов, возникновение современных моделей образования, а также возникающие между ними теоретические и практические противоречия. В ней освещается роль образования в стимулировании социального развития, сохранении культурного наследия, развитии человеческого мышления и подготовке специалистов, отвечающих потребностям общества. Также в исследовании изучена меняющаяся динамика отношений учителя и ученика, совершенствование методов обучения, внедрение цифровых технологий в образовательный процесс, взаимодействие национальных ценностей и глобальных

педагогических тенденций. Аспекты традиционного образования, обеспечивающие устойчивость, дисциплину, системные знания и культурную преемственность, сопоставляются с особенностями современного образования, ориентированным на самостоятельное мышление, творчество, сотрудничество и решение проблем. На основе этих анализов в статье обоснована важность достижения целенаправленной гармонии в развитии образования, а не противопоставления исторического опыта и инновационных подходов.

Ключевые слова: История образования, самостоятельное мышление, качество образования, история педагогики, личностно-ориентированное образование, трансформация образования, история развития образования, образовательные ценности.

Annotatsiya. Ushbu ilmiy maqolada ta’lim tizimining tarixiy rivojlanishi, an’anaviy pedagogik qarashlarning shakllanishi, zamonaviy ta’lim modellarining vujudga kelishi hamda ular o‘rtasida yuzaga keladigan nazariy va amaliy qarama-qarshiliklar tahlil qilingan. Unda ta’limning ijtimoiy taraqqiyotga turtki berish, madaniy merosni asrab-avaylash, inson tafakkurini rivojlantirish va jamiyat ehtiyojlariga javob beradigan mutaxassislarni tayyorlashdagi o‘rni yoritib berilgan. Shuningdek, tadqiqotda o‘qituvchi va o‘quvchi munosabatlarining o‘zgarib borayotgan dinamikasi, o‘qitish metodlarini takomillashtirish, ta’lim jarayoniga raqamli texnologiyalarni integratsiya qilish hamda milliy qadriyatlar va global pedagogik tendensiyalarning o‘zaro ta’siri o‘rganilgan. An’anaviy ta’limning barqarorlik, intizom, tizimli bilim va madaniy vorisiylikni ta’minlovchi jihatlari zamonaviy ta’limning mustaqil fikrlash, ijodkorlik, hamkorlik va muammolarni hal etishga yo‘naltirilgan xususiyatlari bilan qiyoslangan. Mazkur tahlillar asosida, maqolada ta’limni rivojlantirishda tarixiy tajriba va innovatsion yondashuvlarni bir-biriga qarama-qarshi qo‘ymasdan, balki ular o‘rtasida maqsadli uyg‘unlikka erishish muhimligi asoslab berilgan.

Kalit so‘zlar: Ta’lim tarixi, mustaqil fikrlash, ta’lim sifati, pedagogika tarixi, shaxsga yo‘naltirilgan ta’lim, ta’lim transformatsiyasi, ta’limning rivojlanish tarixi, ta’lim qadriyatlari.

INTRODUCTION. Education is a complex social institution that has evolved across every historical stage of human progress and remains inextricably linked to the economic, social, political, and cultural life of society. It is precisely through the educational process that individuals acquire knowledge, accumulate experience, master a profession, shape their moral worldview, and adapt to the social environment. In this sense, it would be a mistake to view education as an activity confined merely to transmitting information or mastering academic subjects. Rather, it is a process of realizing individual potential, strengthening the spiritual and moral foundations of society, ensuring the intergenerational transmission of knowledge and experience, and preparing for future social change. The distinct characteristics of an educational system in any given era reflect that period's conceptions of humanity, knowledge, labor, upbringing, and society. Throughout history, the goals, content, forms, and methods of education have never remained static. While in early communities knowledge was primarily acquired through everyday experience, observation, imitation, and practical labor, the subsequent emergence of writing, the formation of statehood, and the spread of religious and

philosophical teachings gave rise to more systematic forms of education. When innovations are introduced without regard for historical experience and local conditions, there is a heightened risk of disrupting educational continuity, breeding skepticism among teachers, and failing to achieve the desired outcomes. From this perspective, a comprehensive historical, social, and pedagogical investigation into the interplay between tradition and modernity in education represents a vital scholarly task. This approach serves to identify the driving forces behind historical shifts in education, evaluate which aspects of traditional methods remain effective today, understand the potential and limitations of modern pedagogical technologies, and determine the optimal pathways for educational development. The primary objective of this article is to analyze the gradual historical evolution of the educational system, highlight the defining features of traditional and modern educational approaches, identify the core tensions between them, and substantiate pedagogically effective ways to resolve these contradictions. To achieve this goal, the study offers a scholarly analysis of the trajectory of education from its earliest forms to the modern digital environment, shifts in teacher-student dynamics, advancements in teaching and assessment methods, the interplay between national values and global trends, and the challenges encountered in implementing innovations. The scholarly significance of this research lies in its examination of the history of education not merely as a chronological sequence of eras, but as a continuous interaction among pedagogical goals, societal needs, and mechanisms of knowledge transfer. Analyzing tradition and modernity not as mutually exclusive concepts, but as pedagogical approaches that can complement one another under specific conditions, helps foster a balanced strategy for improving the educational system. At the same time, the effectiveness of any method should be judged not by its label or novelty, but by how well it aligns with educational objectives, the age and preparedness of the students, the nature of the subject matter, available resources, and expected outcomes. This article employs historical-analytical, comparative-pedagogical, and systemic approaches. The historical-analytical approach helps explain the emergence and development of educational forms in the context of social progress. The comparative-pedagogical approach makes it easier to compare the goals, capabilities, and limitations of traditional and modern teaching methods. Meanwhile, the systems approach makes it possible to study education as an interconnected process encompassing the teacher, the student, educational content, methodology, assessment, management, and the social environment. Through these approaches, not only the outward manifestations of contradictions in education, but also their root causes, are brought to light. The earliest forms of education emerged directly from the need of human communities to survive, work, and pass on their experience to future generations. In the early stages of human history, there was no system for imparting knowledge through specialized educational institutions. Children acquired essential life skills by observing and imitating adults, participating in daily labor, and performing practical tasks[1].

LITERATURE REVIEW AND METHODOLOGY

A scholarly examination of the history of educational change and the tensions between tradition and modernity requires taking into account the interconnectedness of pedagogy, the

philosophy of education, sociology, psychology, and history. The historical development of educational systems demonstrates that in every era, the content, goals, organizational structures, and teaching methods of education have been shaped in close connection with a society's socio-economic needs, cultural values, and level of scientific and technological progress. Consequently, it is insufficient to interpret the relationship between traditional and modern education merely as an opposition between old and new pedagogical methods. Rather, this relationship encompasses interrelated tasks: transmitting knowledge from generation to generation, fostering an individual's capacity for independent thought, preserving national and cultural heritage, and adapting to new social conditions. This literature review focuses particularly on the historical evolution of these tasks and how they are interpreted within educational theories. The ancient practice of knowledge transmission serves as a vital theoretical foundation for studying traditional forms of education. In the Ancient Near East, Greece, Rome, and other civilizations, education primarily served to instill established knowledge, moral norms, vocational skills, and socially recognized values in the younger generation. Within such educational systems, the authority of the teacher, the continuity of experience, discipline, and the gradual acquisition of knowledge held paramount importance. These characteristics form the historical roots of traditional pedagogy. However, education has not been uniform across all historical periods. In some societies, education was closely tied to religious institutions, whereas in others, philosophical contemplation, practical exercises, or vocational training took precedence. Therefore, it is appropriate to view the concept of traditional education not as a single, immutable model specific to a particular historical era, but as a collection of pedagogical practices shaped within diverse cultural contexts[2]. The pedagogical views of John Amos Comenius are of particular significance when examining the theoretical characteristics of traditional education. His didactic ideas profoundly influenced the development of principles for organizing education methodically, presenting learning materials sequentially according to age-specific characteristics, and acquiring knowledge systematically. Comenius sought to transform the educational process from an unorganized activity into a cohesive pedagogical system. His views serve as a crucial resource for understanding the historical trajectory of traditional forms of lesson organization. At the same time, analyzing this approach from the perspective of modern education raises the issue of aligning the organizational structure of instruction with the individual needs of the learner. If a predetermined lesson structure is applied uniformly to all students, differences in their learning pace, interests, and individual abilities may be overlooked. Consequently, applying historical practices in contemporary settings requires adapting them to the diverse needs of learners while preserving their core didactic strengths. In analyzing the potentials and limitations of traditional education, the views advanced by John Dewey regarding experiential learning, learning by doing, and the connection between education and life provide an essential theoretical framework. Dewey defined education not merely as the passive reception of ready-made information, but as a process that unfolds through an individual's experience, problem-solving, and interaction with the social environment. This approach influenced the development of modern pedagogical ideas aimed at increasing student engagement in the

classroom, fostering independent thinking, and applying acquired knowledge in practice. While traditional education prioritizes the teacher's explanations and the systematic presentation of knowledge, the experiential approach places a key role on the student asking questions, exploring, observing, and drawing conclusions. However, it is incorrect to view these two approaches as mutually exclusive systems. While clear explanations from a teacher are necessary to effectively master certain topics, independent activity is crucial for analyzing complex problems and applying knowledge in practice. This theory allows us to view educational changes not as a complete abandonment of past practices, but as a way to more deeply understand and improve the learning process. The constructivist approach also plays an important role in analyzing modern educational theories. According to constructivist views, students acquire new knowledge by connecting it with their existing concepts, experiences, and activities. In this process, the teacher acts not merely as a conveyor of ready-made answers, but as an educator who creates the necessary conditions for learning, guides students' thinking, and helps clarify concepts. However, the constructivist approach does not mean placing the responsibility of independently discovering all knowledge entirely on the students. Depending on the learner's level of preparedness, the complexity of the topic, and the nature of the subject being studied, it is necessary to combine direct instruction, visual demonstrations, practical exercises, and independent inquiry. In this regard, the effectiveness of modern education depends not on the dominance of a single method, but on selecting the right methods to match pedagogical goals. Research in the sociology of education is also vital for a deeper understanding of the relationship between tradition and modernity in education. Social stratification, cultural capital, family environment, and access to educational resources can significantly impact student performance[3]. The views of Pierre Bourdieu and Jean-Claude Passeron on education and the reproduction of social relations help explain why cultural norms in schools are not equally understandable and accessible to all students. For example, habits such as reading, engaging in intellectual discussions, and conducting independent inquiry may be commonplace in some students' families, while others may lack such opportunities. If the educational process relies solely on pre-existing knowledge and skills, existing inequalities may become even more pronounced. Creating equal and fair learning opportunities for students from different social backgrounds is one of the most important tasks of modern education. In doing so, the strengths of traditional pedagogy, such as its systematic and structured nature, should be enriched with clear criteria and the practice of consistently supporting all students. A review of the literature on the history of educational change shows that pedagogical innovations often arise from the simultaneous influence of multiple factors. These include the expansion of scientific knowledge, changing labor market demands, state educational policy, the evolution of cultural values, social justice issues, and technological advancement. At the same time, putting new pedagogical ideas into practice can be a complex process. Indeed, teachers' professional training, the material and technical infrastructure of educational institutions, parental attitudes, and existing assessment systems directly affect the pace of reforms. On the one hand, society expects the education system to foster modern competencies, critical thinking, creativity, and digital literacy. On the other

hand, depth of knowledge, academic discipline, foundational training, and respect for national and cultural heritage remain just as significant. This dynamic serves as one of the primary sources of tension between traditionalism and modernity. A review of the relevant literature shows that traditional and modern education should be viewed not as two mutually exclusive systems, but as approaches that meet different educational needs and can complement each other under specific conditions. Traditional education enables the systematic presentation of knowledge, strict regulation of learning activities, reliance on teacher expertise, and the preservation of cultural continuity. Modern education, conversely, places special emphasis on considering students' individual characteristics, increasing their classroom engagement, encouraging independent inquiry, and applying acquired knowledge to new situations. Combining these features effectively depends on the educational goals, the nature of the subject, and the students' level of preparedness[4]. Thus, the literature review defines the main scholarly focus of this article: identifying the role of historical experience in modern education, classifying the tensions arising from pedagogical innovations, and substantiating ways to resolve them through mutual balance. The research methodology relies on the principles of historicism, systematicity, comparative analysis, and the interconnected study of pedagogical phenomena. The principle of historicism requires analyzing educational changes through the lens of the social, cultural, and economic conditions of a given period. Through this principle, one can explain how educational institutions, teaching methods, and forms of assessment took shape in response to historical needs and how they evolved in subsequent periods. Meanwhile, the principle of systematicity makes it possible to study educational goals, content, methods, organizational forms, and outcomes not in isolation, but as interconnected components of a holistic pedagogical system. In particular, it will be difficult to achieve the expected results if updated teaching methods are not aligned with assessment criteria, curricula, and teachers' professional training. Consequently, educational changes are not merely reduced to the introduction of certain technical tools, but are analyzed within the broader developmental trajectory of the pedagogical system. The comparative-historical method serves as a primary tool for identifying the distinctive features of traditional and modern education. This method compares the role of the teacher, student participation in the learning process, methods of knowledge acquisition, and criteria for evaluating learning outcomes across different historical periods. Alongside identifying differences between historical eras, this approach also focuses on elements of continuity. For example, although the teacher's role as a source of knowledge and an organizer remains intact in modern contexts, their responsibilities have expanded to encompass areas such as tutoring (mentoring), designing individual learning trajectories, and helping students critically evaluate digital information sources. Thus, comparative analysis helps determine which aspects of pedagogical innovation represent fundamental shifts and which represent improvements upon existing practices. A review of the academic literature also plays a vital role in this study. Within the framework of this method, theoretical perspectives on the history of education, didactics, educational psychology, critical pedagogy, and modern educational technologies are examined in depth. Analyzing these sources involves identifying the authors' core concepts,

the ideas they advance, and the commonalities and differences among various theoretical approaches. Furthermore, special attention is paid to avoiding a one-sided assessment of the advantages and limitations of traditional education, as well as the opportunities and potential challenges of modern approaches. This approach prevents educational changes from being reduced merely to a pursuit of novelty and helps foster a deeper understanding of the theoretical foundations underlying pedagogical decisions. In the literature review, it is an essential methodological requirement to identify links between historical sources and contemporary research, consider how different authors apply various concepts, and avoid unfounded generalizations. Within the logical framework of this study, the methods of analysis and synthesis complement each other. The analytical method makes it possible to individually examine the distinct components of educational change, including teaching methods, curricula, teacher-student relationships, forms of knowledge assessment, and the impact of technological tools. Conversely, the synthesis method summarizes the resulting theoretical conclusions and identifies the overarching trends characterizing the development of the education system[5]. Combining these two methods makes it possible to explain the tensions between tradition and modernity not only within the scope of individual methods, but also across the entire pedagogical process. Specifically, this study analyzes the differences between traditional testing formats and modern criterion-referenced assessment methods in evaluating student knowledge, and then provides a theoretical justification for the conditions under which they can complement one another. Furthermore, the concept of pedagogical innovation refers to well-founded changes introduced into educational content, methods, organizational forms, or assessment mechanisms to achieve educational goals more effectively. In this context, not every new method is automatically accepted as an effective innovation; its outcomes must be evaluated based on their alignment with educational goals and the practical conditions of its implementation. Another key aspect of this methodological approach is using the principle of pedagogical expediency as a criterion for evaluating educational changes. Regardless of whether an educational practice is labeled traditional or modern, this criterion focuses on determining the role of each approach in achieving learning objectives. To ensure the reliability of the theoretical conclusions drawn within the research methodology, the study also relies on the principle of critically evaluating sources. In doing so, a clear distinction is made between an author's personal opinion, theoretical hypotheses, and empirical research findings. When interpreting historical data, differences between eras, the cultural context, and the specific functions of educational institutions are taken into account. In analyzing modern pedagogical approaches, it is acknowledged that a method proven effective under certain conditions is not guaranteed to yield the same results across all subjects, age groups, and educational institutions. Similarly, the long-standing use of traditional methods does not inherently prove that they are the most effective tools in every situation. Therefore, this article establishes the comparison of the potential, limitations, and conditions of application of various approaches as a primary methodological requirement. Overall, the methodological foundations of this research are geared toward studying the history of education, comparing pedagogical theories, critically analyzing academic literature,

and systematically explaining the interplay between tradition and modernity. While the principle of historicism serves to identify the root causes of educational changes, comparative analysis highlights the distinctive features of different pedagogical approaches, and a systems approach explains their intrinsic connection to educational outcomes. By integrating analysis and synthesis, aspects of traditional pedagogical experience that remain relevant to contemporary education are combined with the new opportunities offered by modern approaches. Ultimately, this substantiates the need to understand educational changes not by completely rejecting past experience or unconditionally accepting every novelty, but through scientifically grounded selection, pedagogical expediency, and the critical continuity of historical experience. This methodological perspective serves as a theoretical foundation for gaining a deeper understanding of the tensions between tradition and modernity, assessing their impact on educational quality and personal development, and formulating scholarly conclusions for the consistent implementation of pedagogical reforms[6].

DISCUSSION

An analysis of historical shifts in education and the tensions between tradition and modernity demonstrates that the education system evolves in tandem with the economic, political, cultural, and spiritual progress of society. In every historical era, educational goals, content, teaching methods, and teacher-student relationships have been shaped by the prevailing social needs of the time. Consequently, educational reforms cannot be limited merely to introducing new technologies or updating curricula. Above all, such transformations are driven by shifts in how people approach learning, their capacity for independent thought, their role in society, and the changing demands placed on their future endeavors. Traditional education has played a vital role in passing down knowledge, values, and pedagogical perspectives shaped over a long history from one generation to the next. While preserving the positive aspects of this historical legacy, re-evaluating practices that have become obsolete or no longer meet contemporary demands is a natural part of educational progress. Therefore, the relationship between national traditions and modernity is properly understood not by pitting them against one another, but by recognizing their potential for mutual enrichment. Improving assessment methods within the education system is another critical issue that warrants discussion. Traditional assessment often relies on capturing a student's level of knowledge at a specific point in time through tests or written assignments. Such methods can be useful for comparing outcomes across large groups, gauging proficiency levels, and identifying specific gaps in the learning process. However, relying solely on final scores fails to fully capture a student's growth trajectory throughout the learning process, their problem-solving strategies, their creative approach, and their ability to learn from mistakes. Overall, an analysis of historical changes in education reveals that the interplay between tradition and modernity is a complex, multifaceted, and continuously evolving process. More effective outcomes can only be achieved when the strengths of traditional education—such as the systematic delivery of knowledge, the preservation of cultural heritage, and the structured organization of the learning process—are harmonized with modern approaches aimed at fostering independent thinking, creativity, collaboration, and digital literacy. The primary objective of education is

neither to preserve past practices in a rigid, unchangeable form, nor to blindly replace all existing methods with new ones. Rather, its true essence lies in bridging the knowledge and values accumulated by society with future needs, supporting the intellectual and personal growth of students, and preparing them for independent living and professional careers. Therefore, in efforts to enhance the education system, respect for historical experience, reliance on scientific analysis, an understanding of contemporary demands, and the regular evaluation of practical outcomes must be treated as intrinsically linked principles[7].

RESULTS

Examining the history of educational changes and the tensions between tradition and modernity in this field reveals that the evolution of the education system is closely tied to societal needs, scientific and technological progress, cultural values, and shifting pedagogical perspectives. Historical analysis demonstrates that the content and organizational forms of education have adapted to the prevailing social conditions of each era. Traditional education prioritized the systematic transmission of knowledge, reliance on the teacher's authority and expertise, the maintenance of discipline, and the passing down of cultural heritage from generation to generation. In contrast, modern education places a special emphasis on fostering students' independent thinking, creativity, problem-solving skills, and information literacy. These shifts reflect a broadening of educational goals and a new level of pedagogical focus on the individual student. The analysis confirmed that traditional teaching methods and modern pedagogical approaches are not entirely mutually exclusive systems. Traditional methods retain their value in explaining theoretical knowledge, reinforcing core concepts, structuring the learning process consistently, and instilling academic discipline. Modern methods, meanwhile, expand opportunities for applying acquired knowledge in practice, conducting independent research, collaborating in teams, analyzing complex problems, and finding novel solutions. Consequently, to enhance educational effectiveness, a given method should be evaluated not merely on whether it is traditional or modern, but on how well it aligns with specific learning objectives. A judicious blend of pedagogical methods can enrich both the content and the outcomes of the learning process. Furthermore, the study identified that one of the primary tensions in education revolves around balancing teacher guidance with student autonomy. A clear and systematic presentation of knowledge by the teacher helps students grasp essential theoretical foundations. However, restricting student activity solely to the passive absorption of ready-made information can hinder the development of independent thinking and creativity. Conversely, giving students the opportunity to ask questions, back up their arguments with evidence, compare alternative viewpoints, and draw their own conclusions ensures their active engagement in the learning process. Thus, the findings confirm that a teacher's role should not be confined to merely imparting knowledge, but must also encompass guiding students' cognitive activities and creating the necessary conditions for their independent growth. An analysis of the digitalization of education indicates that modern technologies broaden access to learning resources, speed up information retrieval, and facilitate distance learning. Electronic textbooks, virtual laboratories, interactive assignments, and digital learning platforms allow the educational process to be organized in diverse ways.

At the same time, the mere presence of technology does not inherently guarantee high-quality education. Its effectiveness depends on the clarity of pedagogical goals, the teacher's digital competence, student readiness, and the availability of technical infrastructure. Finally, the study established that when using digital tools, it is vital to cultivate the skills needed to verify the reliability of information, conduct independent analysis, and uphold academic integrity. Another finding of the study indicated that it is inadvisable to implement educational reforms in isolation from national values and historical experience. National educational traditions play a crucial role in preserving a society's cultural memory, philosophy of upbringing, and spiritual heritage. Modern pedagogical practice, in turn, allows educational content to be enriched with the latest scientific advancements, international experience, and the evolving needs of society. Effectively integrating these two approaches helps foster modern knowledge and skills in students while preserving their historical heritage. Thus, the study substantiated the need to consider national characteristics in educational reforms, adapt best practices to local conditions, and critically evaluate pedagogical innovations. Furthermore, an analysis of the assessment system revealed that relying solely on final grades or test scores may be insufficient for measuring educational outcomes. Alongside assessing a student's level of knowledge, it is vital to consider their growth dynamics throughout the learning process, as well as their ability to work independently, solve problems, and correct their own mistakes. Formative assessments, practical assignments, project work, and constructive feedback help chart a student's developmental trajectory. At the same time, assessment criteria must be clear, transparent, and fair for all students. Sustainable development in education is achieved precisely through a sensible balance between historical experience and innovation. In the modern educational environment, the professional role of the teacher is also taking on a new meaning. Educators should not merely be transmitters of knowledge, but specialists who facilitate independent learning, nurture students' interests, foster critical thinking, and guide the practical application of knowledge. Such an approach enhances the competitiveness of education while preserving its cultural continuity. The overarching conclusion of the study is that in improving the education system, tradition and modernity are not mutually exclusive concepts; rather, when properly integrated, they are pedagogical approaches that enrich one another. While traditional practices ensure stability, consistency, and the continuity of values in education, modern approaches expand its flexibility, practical orientation, and innovative potential. Therefore, planning evidence-based reforms, supporting teachers' professional development, utilizing educational resources effectively, encouraging student autonomy, and improving the assessment system remain key priorities for educational policy and pedagogical practice.

CONCLUSION

In conclusion, the study of the history of changes in education and the contradictions between tradition and modernity shows that the education system is a complex socio-pedagogical process inextricably linked to the development of society, requiring constant renewal and improvement. Throughout the historical development of education, its goals, content, methods, and organizational forms have changed in accordance with the demands of

the times. Traditional education played a crucial role in preserving knowledge accumulated over generations, transmitting cultural heritage, ensuring the systematic acquisition of theoretical knowledge, and shaping academic discipline. Modern education, on the contrary, is aimed at developing an individual's independent thinking, creativity, information literacy, cooperation skills, and the ability to adapt to changing conditions. Therefore, the development of education should not be understood as a complete abandonment of traditional methods or reliance solely on modern methods. After all, its effectiveness ultimately depends on the appropriate combination of various pedagogical approaches.

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