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Michael Kuznetsov

*Master of Philosophy*¹

pwanz87@gmail.com <https://orcid.org/0000-0003-3232-1792>

Yaroslava Shvedova

*PhD in Pedagogical Sciences, Associate Professor of the Pedagogy Department*¹,

shvedova@karazin.ua <https://orcid.org/0000-0001-9592-3032>

¹V.N. Karazin Kharkiv National University, Svobody Square 4, Kharkiv, Ukraine, 61022

FROM TRADITION TO INNOVATION: THE EVOLUTION OF EDUCATIONAL PRACTICES

This essay explores the contributions of Johann Pestalozzi, Horace Mann, and John Dewey, alongside current trends in pedagogy, emphasizing student-centered learning, technology integration, and inclusive education. Each historical figure's work laid foundational principles that resonate in today's educational practices.

Modern pedagogy, emerging in the late 19th to early 20th century, represents a shift from knowledge transmission to learner-centered, technology-enhanced, and inclusive education.

This article investigates the evolution of modern teaching methodologies by analyzing the foundational contributions of Johann Pestalozzi, Horace Mann, and John Dewey, and their enduring influence on contemporary pedagogical practices. It explores how Pestalozzi's holistic, sensory-based learning, Mann's advocacy for universal public education, and Dewey's progressive, experiential approach have shaped student-centered, technology-enhanced, and inclusive education in the 21st century. The study also examines current trends, such as differentiated instruction, technology integration, and inclusive pedagogies, highlighting their alignment with historical principles and their role in addressing modern challenges like educational inequity and student disengagement.

The purpose of this research is to provide educators with a comprehensive understanding of how historical pedagogical foundations can inform equitable and effective teaching strategies in a globalized, technology-driven world. By synthesizing the innovative approaches of Pestalozzi, Mann, and Dewey with contemporary methodologies, the article aims to bridge the gap between traditional and modern educational practices, ensuring relevance and adaptability in addressing diverse learner needs. It seeks to highlight the applicability of historical principles holistic development, universal access, and experiential learning in fostering dynamic learning environments that integrate evidence-based practices, technology, and inclusivity, ultimately preparing students for 21st-century challenges.

Keywords: *pedagogy, Johann Pestalozzi, Horace Mann, John Dewey, student-centered learning, technology integration, inclusive education.*

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Statement of the problem. The purpose of this article is to examine the evolution of modern teaching methodologies in pedagogy by analyzing the foundational contributions of Johann Pestalozzi (1746–1827), Horace Mann (1796–1859), and John Dewey (1859–1952), and their relevance to contemporary educational practices. The article aims to highlight how these historical figures' innovative approaches emphasizing holistic development, universal education, and experiential learning — continue to shape student-centered, technology-enhanced, and inclusive pedagogies. By integrating historical insights with current trends, the article seeks to provide educators with a comprehensive understanding of how past and present methodologies can inform equitable and effective teaching strategies in the 21st century.

The rapid evolution of educational demands in a globalized, technology-driven world poses significant challenges for modern pedagogy. Traditional teaching methods, often rooted in rote memorization and standardized instruction, struggle to address diverse learner needs, technological advancements, and the call for inclusive education. The problem lies in bridging the gap between historical pedagogical foundations and contemporary requirements to create flexible, equitable, and evidence-based teaching methodologies. Understanding how the legacies of Pestalozzi, Mann, and Dewey can inform modern practices is critical to addressing issues such as educational inequity, student disengagement, and the integration of digital tools in diverse classroom settings.

Analysis of Recent Research. Recent research underscores the importance of aligning historical pedagogical principles with modern educational challenges.

The theoretical and methodological foundations of assessing students' academic achievements are presented in the works of the following scholars: Mel Ainscow, Lawrence A. Cremin, Linda Darling-Hammond, John Dewey, Robert B. Downs, Arne Duncan, Carolyn Edwards, Lella Gandini, Kathy Forman, Peggy A. Ertmer, Anne T. Ottenbreit-Leftwich, Rebecca Ferguson, Tim Coughlan, Kjetil Egeland, Mark Gaved, Christothea Herodotou, Geoff Hillaire, Denise Whitelock, Lani Florian, Kate Black-Hawkins, Maxine Greene, Gerald L. Gutek, John Hattie, Mukaddas U. Irgashev, Alfie Kohn, David A. Kolb, Jonathan Kozol, Kathryn A. Linnemanstons, Cassandra M. Jordan, Nicola M. Maenza, Tanja Gajic, Deborah Meier, Maria Montessori, Melanie Nind, Sarah Lewthwaite, Nel Noddings, Seymour Papert, Jean Piaget, Diane Ravitch, Michael S. Schiro, Jonathan Sharples,

Ben Albers, Stephen Fraser, Steve Kime, Yaroslava Shvedova, Michel Soëtard, John W. Thomas, Carol A. Tomlinson, and Paul Tough. These authors have contributed to the understanding of pedagogical practices, including student-centered approaches, technology integration, inclusive education, and evidence-based assessment strategies, which form the basis for evaluating student learning outcomes [1; 2; 9; 12; 14; 21; 28].

Tomlinson emphasizes differentiated instruction as a strategy to meet diverse learner needs, building on Pestalozzi's focus on individualized, holistic education. Similarly, Ertmer and Ottenbreit-Leftwich highlight the role of technology in enhancing accessibility and engagement, reflecting Mann's vision of universal education. Ainscow advocates for inclusive education to ensure equity for students with diverse abilities, echoing Dewey's democratic ideals. Hattie's meta-analysis of evidence-based practices, such as formative assessment, demonstrates the efficacy of student-centered approaches in improving learning outcomes. Additionally, Schiro connects Dewey's constructivist philosophy to modern project-based learning (PBL), which fosters critical thinking and real-world problem-solving. These studies collectively suggest that integrating historical insights with contemporary methodologies can address current educational challenges effectively.

Research Methods. The article employs a qualitative, historical-comparative approach to analyze the contributions of Pestalozzi, Mann, and Dewey and their influence on modern pedagogy. Primary and secondary sources, including seminal works like Dewey's *Democracy and Education* [4, c. 87] and *Experience and Education* [5, c. 35], are reviewed to understand their philosophies. Historical texts, such as Cremin [2, c. 147] and Downs [6, c. 83], provide context for Mann's reforms, while Gutek [13, c. 135] and Soëtard [33, c. 299] offer insights into Pestalozzi's methodology. Contemporary sources, including peer-reviewed journals [1; 35], are analyzed to evaluate current trends like student-centered learning, technology integration, and inclusive education. The comparative method synthesizes these findings to draw connections between historical and modern pedagogies, ensuring a robust analysis grounded in credible scholarship.

Research Objectives. This study aims to comprehensively analyze the evolution of educational practices by examining the foundational contributions of three pivotal figures in pedagogy: Johann Pestalozzi, Horace Mann, and John Dewey, and their enduring influence on contemporary teaching methodologies. The primary objectives are:

1. **Historical Analysis:** To explore how Pestalozzi's holistic, sensory-based learning, Mann's advocacy for universal education, and Dewey's experiential and democratic pedagogy laid the groundwork for modern student-centered, technology-enhanced, and inclusive education.
2. **Contemporary Relevance:** To identify how these historical principles align with current pedagogical trends, including differentiated instruction, digital learning tools, and inclusive practices, addressing 21st-century challenges such as equity gaps and student disengagement.
3. **Synthesis of Theory and Practice:** To bridge the gap between historical pedagogical theories and modern applications, demonstrating how educators can integrate these insights to create dynamic, equitable learning environments.
4. **Critical Evaluation:** To assess the limitations of traditional pedagogies within today's socio-technological context and propose evidence-based strategies for adaptive teaching.

Research Methodology. This study employs a qualitative, historical-comparative approach, combining document analysis, theoretical synthesis, and case studies to evaluate the legacies of Pestalozzi, Mann, and Dewey and their modern applications.

Primary Sources: Seminal works of the three theorists are analyzed, including:

- Pestalozzi's *How Gertrude Teaches Her Children* (1801) and *Leonard and Gertrude* (1781), emphasizing sensory and emotional development.
- Mann's *Annual Reports on Education* (1837–1848), advocating for public schooling and teacher training.
- Dewey's *Democracy and Education* (1916) and *Experience and Education* (1938), promoting experiential, democratic learning.

Secondary Sources: Scholarly interpretations [13; 2] contextualize their ideas within socio-historical movements like the Industrial Revolution and Progressive Era.

Presentation of the Main Material. The article is structured to explore the contributions of three key figures — Johann Pestalozzi, Horace Mann, and John Dewey — followed by an analysis of contemporary pedagogical trends (tab. 1).

Johann Pestalozzi (1746–1827) is recognized as the father of modern pedagogy for his holistic approach, emphasizing emotional, intellectual, and physical development through sensory-based, hands-on learning [13, c. 135]. Pestalozzi's "learning by head, heart, and hand"

philosophy aligns with modern differentiated instruction, which tailors teaching to individual learner needs [33, c. 299; 35, c. 22]. Pestalozzi's focus on accessibility and inclusivity remains relevant in today's efforts to create supportive classroom environments.

Horace Mann (1796–1859) transformed American education by advocating for universal, non-sectarian public schools, professional teacher training, and standardized curricula [2, c. 147; 6, c. 83]. Mann's vision of education as a cornerstone of democratic citizenship informs contemporary civic education and efforts to address achievement gaps among underserved populations [27, c. 45]. Mann's emphasis on equitable access parallels modern initiatives to integrate technology for broader educational reach [9, c. 255–258].

John Dewey (1859–1952) revolutionized pedagogy through his progressive education philosophy, advocating for experiential, student-centered learning that connects to real-world contexts [5, c. 35]. Dewey's work, particularly *Democracy and Education* [4, c. 87], underscores the role of schools in fostering democratic values and critical inquiry. Dewey's ideas underpin modern constructivist approaches, such as project-based learning, which encourages students to construct knowledge through exploration [30, c. 112; 34, c. 3]. His focus on student agency aligns with practices that promote self-directed learning.

Contemporary pedagogical trends build on these historical foundations. Student-centered approaches, such as differentiated instruction and personalized learning, reflect Pestalozzi's holistic principles [35, c. 15]. Technology integration, including digital tools and online platforms, enhances accessibility, aligning with Mann's vision of universal education [9, c. 255–256]. Inclusive education ensures equitable access for diverse learners, embodying Dewey's democratic ideals [1, c. 10]. Evidence-based practices, such as formative assessment and collaborative learning, optimize student outcomes by emphasizing flexibility and adaptability [14, c. 97].

The article concludes that the legacies of Pestalozzi, Mann, and Dewey provide a robust framework for modern pedagogy. By integrating their principles with contemporary innovations, educators can create dynamic, equitable learning environments that prepare students for a rapidly changing world. This synthesis of historical and modern approaches ensures that pedagogy remains relevant, inclusive, and effective in addressing 21st-century educational challenges.

Table 1

Comparative Analysis of Pedagogical Contributions

Educator	Key Contributions	Historical Context	Modern Influence
Johann Pestalozzi	Holistic education; "learning by head, heart, and hand"; sensory-based, individualized learning	Post-Industrial Revolution, rise of bourgeois capitalism, need for humane education	Differentiated instruction, experiential learning, inclusive classrooms
Horace Mann	Universal, non-sectarian public schools; professional teacher training; standardized curricula	Consolidation of American capitalism, demand for literate workforce	Technology integration for equitable access, civic education, policies addressing achievement gaps
John Dewey	Progressive education; experiential, student-centered learning; democratic values in education	Late 19th-century monopoly capitalism, need for critical thinkers	Project-based learning; dialogic and inclusive pedagogies; online collaborative learning

1. Pedagogical Technology: A Comprehensive Approach to Modern Education

Pedagogical technology refers to an integrated system that combines personal, instrumental, and methodological resources to achieve educational objectives effectively. It encompasses not only the tools and techniques used in teaching but also the structured processes that guide the design, organization, and delivery of instruction. At its core, pedagogical technology is a carefully constructed framework for collaborative educational activities, ensuring that both learners and educators engage in a productive, comfortable, and efficient learning environment.

Pedagogical technology is not limited to digital tools or classroom equipment; rather, it represents a holistic approach to education that incorporates:

1. **Personal Elements** – The skills, expertise, and interpersonal qualities of educators play a crucial role in effective teaching. A teacher’s ability to adapt to students’ needs, employ empathy, and foster motivation is fundamental to successful pedagogical technology.
2. **Instrumental Components** – This includes both traditional and modern teaching aids, such as textbooks, interactive whiteboards, educational software, virtual learning platforms, and laboratory equipment. These tools enhance engagement and facilitate different learning styles.
3. **Methodological Strategies** – Evidence-based teaching methods, such as differentiated instruction, project-based learning, flipped classrooms, and collaborative learning, form the backbone of pedagogical technology. These strategies ensure that education is student-centered and adaptable to diverse learning needs [15, c. 99-100].

Pedagogical technology operates as a structured model that guides every phase of the educational process:

- **Design Phase** – Before instruction begins, educators must carefully plan lessons, select appropriate materials, and define learning outcomes. This stage involves aligning curriculum objectives with students’ cognitive and emotional development levels.
- **Organization Phase** – Effective classroom management, resource allocation, and scheduling are essential to maintaining a smooth learning process. This includes integrating technology seamlessly into lessons without disrupting the educational flow.
- **Execution Phase** – During teaching, educators must employ dynamic delivery methods, assess student comprehension in real time, and adjust strategies as needed. Interactive activities, discussions, and hands-on experiments enhance retention and critical thinking.

A key principle of pedagogical technology is creating a supportive and stress-free environment for both students and teachers. This involves:

- ❖ **Psychological Comfort** – Encouraging open communication, reducing anxiety, and fostering a growth mindset help students engage more deeply with the material.
- ❖ **Adaptive Learning** – Recognizing individual differences and providing personalized support ensures that no student is left behind.
- ❖ **Technological Integration** – Using digital tools to streamline administrative tasks (e.g., automated grading, online assessments) allows teachers to focus more on interactive and creative teaching methods.

Johann Pestalozzi’s worldview, based on holistic development through sensory and emotional engagement, enriches online teaching.

Pestalozzi's principles of individualization and hands-on learning are implemented through adaptive platforms and interactive assignments, such as virtual labs, which foster student motivation and creativity in a digital environment.

Horace Mann's ideals of universal education and teacher professionalism enhance the accessibility of online courses. Mann's vision of equality is reflected in open educational resources and teacher training programs designed to work with diverse audiences, helping to bridge the digital divide and create inclusive virtual learning.

John Dewey's ideas contribute to the creation of collaborative online spaces. Dewey's principles of project-based learning and dialogue (teacher-student and teacher-parent) are realized through forums, group assignments, and webinars, developing students' critical thinking and social responsibility. This makes online education dynamic and focused on real-world challenges.

2. The Role of Innovation in Pedagogical Technology

With advancements in artificial intelligence, virtual reality, and adaptive learning systems, pedagogical technology continues to evolve. Modern approaches include:

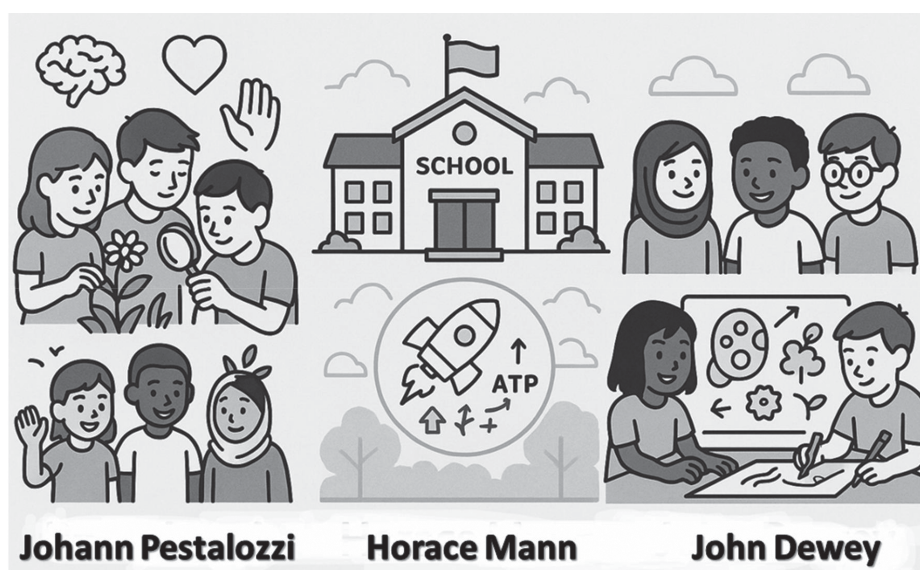
- Blended Learning – Combining face-to-face instruction with online resources for a flexible learning experience.
- Gamification – Applying game-design elements to education to increase motivation and engagement.
- Data-Driven Instruction – Using analytics to track student progress and customize teaching strategies accordingly.

Pedagogical technology is a dynamic and multifaceted system that optimizes education through structured planning, innovative tools, and learner-centered methodologies. By prioritizing both efficiency and comfort, it ensures that the teaching-learning process is effective, inclusive, and adaptable to the ever-changing demands of modern education. However, empirically demonstrates, the success of such systems hinges not merely on technical infrastructure but on the cultivation of human-centered relational practices in virtual spaces. Study of teacher-student dyads in online learning reveals that even the most sophisticated pedagogical technologies fail to achieve their potential without intentional strategies to build trust, foster dialogic interaction, and mitigate psychological barriers inherent in digital environments [32, c. 117-118].

3. Johann Pestalozzi: “The Father” of Modern Pedagogy

Johann Pestalozzi is widely regarded as the “father” of modern pedagogy due to his revolutionary approach to education [13, c. 135]. Pestalozzi emphasized the importance of nurturing a child's emotional, intellectual, and physical development through a holistic educational process. His methodology, rooted in the belief that education should be accessible to all, focused on sensory experiences and hands-on learning. Pestalozzi's concept of “learning by head, heart, and hand” encouraged teachers to foster curiosity and emotional connections in students, rather than relying solely on rote memorization [33, c. 299].

Pestalozzi's influence is evident in modern pedagogies that prioritize experiential learning and



Picture 1. Visual conceptualization of the main pedagogical ideas of Pestalozzi, Mann and Dewey

individualized instruction. For instance, his emphasis on adapting teaching to a child's developmental stage aligns with contemporary differentiated instruction strategies, which tailor lessons to diverse learner needs [35, c. 22]. Pestalozzi's legacy underscores the enduring value of fostering a supportive, inclusive classroom environment.

4. Horace Mann: Advocate for Universal Education

Horace Mann, an American educator and reformer, played a pivotal role in shaping the public education system in the United States. Mann's vision for universal, non-sectarian education led to the establishment of common schools, which provided free education to all children regardless of social class [2, c. 147]. He advocated for professional teacher training, standardized curricula, and state oversight of schools, laying the groundwork for modern public education systems [6, c. 83].

Mann's belief that education was essential for democratic citizenship resonates in today's emphasis on civic education and critical thinking skills [27, c. 45]. His reforms also inspired modern policies aimed at educational equity, such as initiatives to close achievement gaps among underserved populations. Mann's commitment to accessible education continues to influence pedagogical approaches that prioritize inclusivity and equal opportunities for learning.

5. John Dewey: Progressive Education and Experiential Learning

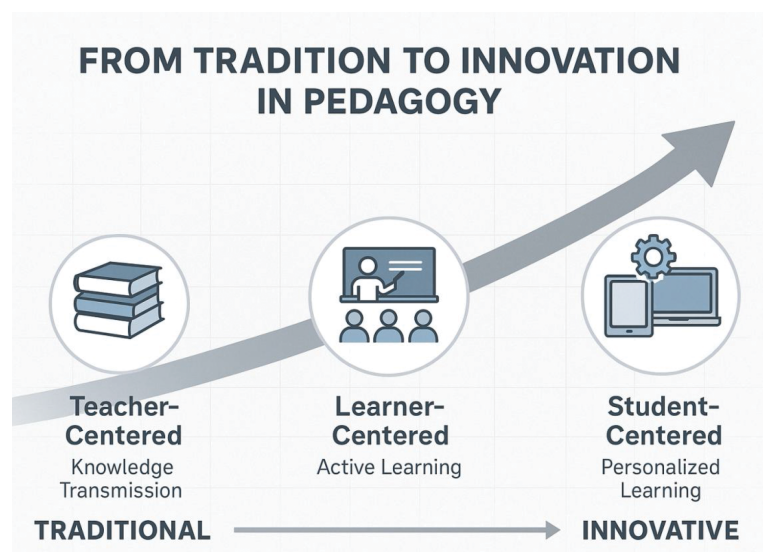
John Dewey, an American philosopher and educator, revolutionized pedagogy through his progressive education philosophy. Dewey argued

that education should be an active, experiential process that connects learning to students' lives and interests [5, c. 35]. His seminal work, *Democracy and Education*, emphasized the role of schools in fostering democratic values and critical inquiry through collaborative, problem-based learning [4, c. 87].

Dewey's ideas underpin modern constructivist approaches, where students construct knowledge through exploration and reflection [30, c. 112]. For example, project-based learning (PBL), a widely adopted methodology, reflects Dewey's belief in learning through real-world problem-solving [34, c. 3]. Additionally, Dewey's focus on student agency aligns with contemporary practices that encourage self-directed learning and foster intrinsic motivation.

6. Modern Followers of Pestalozzi, Mann, and Dewey

The visionary legacies of Johann Pestalozzi, Horace Mann, and John Dewey ripple through time, inspiring modern educators to weave their timeless principles into the fabric of contemporary pedagogy. Below is a curated list of five followers for each figure, whose nationalities enrich the global tapestry of educational thought. Their contributions, rooted in the philosophies of holistic education, universal access, and experiential learning, breathe new life into these historical ideals, addressing the complexities of today's classrooms with creativity and passion (pic. 1).



Picture 2. Visual Historical evolution of the didactic process

6.1 Pestalozzi's disciples uphold his dream – education as a loving embrace, shaped for every child's soul

With a heart ablaze for children's potential, Maria Montessori (1870–1952), an Italian physician and educator, drank deeply from Pestalozzi's well of child-centered learning. Her Montessori Method, a symphony of self-directed exploration, invites children to touch, see, and feel their way through knowledge using carefully crafted materials. Inspired by Pestalozzi's "learning by head, heart, and hand," she designed environments where independence blooms and curiosity reigns, ensuring every child's unique rhythm is honored [22, c. 28]. Her schools, now global, echo Pestalozzi's call for education that nurtures the whole child.

A fellow Swiss thinker, Jean Piaget (1896–1980) wove Pestalozzi's reverence for developmental stages into his groundbreaking constructivist theory. With a poet's curiosity, Piaget mapped the unfolding of a child's mind through stages sensorimotor to formal operational revealing how children build knowledge through active exploration. His belief that learning thrives on discovery mirrors Pestalozzi's sensory-based approach, urging educators to let children play, question, and grow at their own pace [26, c. 47].

In the vibrant Italian town of Reggio Emilia, Loris Malaguzzi (1920–1994) crafted an educational vision that sings Pestalozzi's song of holistic learning. Founder of the Reggio Emilia approach, he saw children as poets with "a hundred languages," expressing themselves through art, play, and collaboration. Drawing from Pestalozzi's emphasis on sensory experiences and community, Malaguzzi's classrooms are alive with creativity, where children and teachers co-create knowledge in a nurturing embrace [8, c. 63].

Across the Atlantic, Carol Ann Tomlinson (b. 1944) channels Pestalozzi's spirit in her passionate advocacy for differentiated instruction. An American educator, she envisions classrooms where every learner's unique needs are met with tailored lessons, much like Pestalozzi's call for individualized education. Her strategies flexible grouping, tiered assignments create inclusive spaces where students thrive, reflecting Pestalozzi's dream of education as a universal right that celebrates diversity [35, c. 22].

American scholar David Kolb (b. 1939) carries Pestalozzi's torch of experiential learning into modern pedagogy with his elegant learning cycle. Inspired by the Swiss educator's hands-on approach, Kolb's model — rooted in concrete

experience, reflection, conceptualization, and experimentation invites learners to dive into action and emerge with wisdom. His work, widely embraced in both classrooms and boardrooms, honors Pestalozzi's belief that true learning engages both body and soul [17, c. 41].

6.2 Followers of Horace Mann, across nations, continue his crusade for educational equity and professional excellence

With a fire for justice, American educator Linda Darling-Hammond (b. 1951) carries Mann's vision into the 21st century. Her work champions equitable education through robust teacher preparation and fair funding, ensuring every child, regardless of background, has access to quality learning. Echoing Mann's call for professionalized teaching, she advocates for policies that empower educators to bridge achievement gaps, fostering a democratic society where education is a universal birthright [3, c. 123].

Diane Ravitch (b. 1938), an American historian and reformer, stands as a fierce guardian of Mann's public education ideals. With a pen as sharp as her convictions, she critiques the erosion of public schools by privatization and excessive testing, urging a return to Mann's vision of education as a cornerstone of democracy. Her advocacy for critical thinking and civic engagement ensures that schools remain places where all children can grow into active citizens [27, c. 45].

In the heart of Harlem, American educator Geoffrey Canada (b. 1952) channels Mann's passion for universal access through the Harlem Children's Zone. His holistic model wraps children in a cocoon of education, health, and social support, breaking barriers for underserved communities. Like Mann, Canada believes education is the key to opportunity, creating equitable pathways for every child to soar [36, c. 87].

As former U.S. Secretary of Education, Arne Duncan (b. 1964), an American reformer, advanced Mann's legacy of state oversight and professional standards. His initiatives, like Race to the Top, sought to elevate public education through innovation and accountability, ensuring access for all. Duncan's focus on closing achievement gaps reflects Mann's dream of schools as engines of equity, where every student has a chance to thrive [7, c. 65].

American writer and activist Jonathan Kozol (b. 1936) wields his voice to expose the inequalities Mann fought against. In works like *Savage Inequalities*, he paints a vivid portrait of underfunded schools, demanding reforms

to ensure every child's right to education. His relentless advocacy for equity mirrors Mann's vision of public schools as a sanctuary for all, regardless of circumstance [18, c. 102].

6.3 Around the world, Dewey's disciples keep his flame alive — championing education that transforms through the power of the student's voice

American educator Deborah Meier (b. 1931) breathes life into Dewey's vision through her democratic, project-based schools. Founding the Coalition of Essential Schools, she crafts communities where students' voices shape learning, and collaboration fuels inquiry. Her work, inspired by Dewey's belief in education as a democratic act, empowers students to explore, question, and grow as active citizens [21, c. 34].

With a rebel's spirit, American author Alfie Kohn (b. 1957) channels Dewey's rejection of rigid education systems, advocating for classrooms free of grades and tests. His philosophy, rooted in intrinsic motivation and cooperative learning, reflects Dewey's call for meaningful, student-driven education. Through works like *Punished by Rewards*, Kohn invites educators to nurture curiosity and collaboration, honoring Dewey's progressive ideals [16, c. 56].

Born in South Africa and later an American scholar, Seymour Papert (1928–2016) infused Dewey's experiential learning with technological innovation. His creation of the Logo programming language empowered children to learn by coding and creating, embodying Dewey's belief in learning through action. Papert's "constructionism" celebrates students as builders of knowledge, a vibrant tribute to Dewey's legacy [25, c. 19].

American philosopher Nel Noddings (1929–2022) wove Dewey's vision of education as a social process into her ethic of care. With warmth and wisdom, she championed schools as communities where relationships and empathy drive learning. Her care-based pedagogy, which fosters mutual respect and democratic engagement, reflects Dewey's dream of education as a transformative force [24, c. 24].

Maxine Greene (1917–2014), an American educator and philosopher, danced with Dewey's ideals, envisioning education as a journey of social imagination. Through aesthetic education, she encouraged students to engage with art and social issues, fostering critical awareness and agency. Her work, a poetic echo of Dewey's call for transformative learning, empowers students to shape a more just world [12, c. 12].

7. Contemporary Trends in Pedagogy

Table 2

Comparative Infographic: From Tradition to Innovation in Pedagogy

Component	Johann Pestalozzi	Horace Mann	John Dewey	Modern Application
Core Idea	«Head, Heart, Hands» holistic learning	Universal, free, non-sectarian public education	Learning through experience	Individualization, technology, inclusivity
Teaching Approach	Sensory-based, individualized instruction	Standardized, state-managed schooling	Experiential, problem-based learning	Differentiated instruction, PBL, blended learning
Educational Goal	Whole-person development	Citizenship, equality of access	Critical thinking and democracy	Flexible, inclusive, student-driven education
Key Methods	Observation, hands-on activities	Curriculum design, teacher training	Projects, dialogue, collaboration	Online tools, adaptive learning, hybrid models
Modern Examples	Montessori, Reggio Emilia, Carol A. Tomlinson	MOOCs, Open Educational Resources, equity policies	STEM, inquiry-based learning, democratic schools	LMS platforms, gamification, learning analytics

Modern teaching methodologies build on the foundations laid by Pestalozzi, Mann, and Dewey, integrating innovative practices to meet the demands of the 21st century. Student-centered approaches, such as differentiated instruction and personalized learning, prioritize individual learner needs, echoing Pestalozzi's focus on holistic development [35, c. 15]. Technology integration, including digital tools and online

platforms, enhances engagement and accessibility, aligning with Mann's vision of universal education [9, c. 261-263]. Inclusive education, which ensures equitable access for students with diverse abilities, reflects the democratic ideals championed by Dewey [1, c. 10].

Furthermore, evidence-based practices, such as formative assessment and collaborative learning, draw on research to optimize student

outcomes [14, c. 97]. These methodologies emphasize flexibility, creativity, and adaptability, ensuring that education remains relevant in a rapidly changing world.

The evolution of pedagogical thought, like all social phenomena, must be examined through the lens of historical and dialectical materialism – a scientific methodology that reveals the objective laws governing the development of education as a product of material conditions and class struggle. The contributions of Johann Pestalozzi, Horace Mann, and John Dewey did not emerge in isolation but were shaped by the socioeconomic contradictions of their respective epochs. Their theories, while progressive for their time, were constrained by the ideological superstructures of bourgeois society. Yet, their insights into holistic development, universal education, and experiential learning contain rational kernels that, when critically synthesized with modern pedagogical demands, can inform a more equitable and scientifically grounded approach to education in the 21st century (pic. 2).

Historical materialism teaches that the dominant mode of production determines the superstructure the political, legal, and ideological institutions of society, including education. The pedagogical theories of Pestalozzi, Mann, and Dewey must therefore be understood as reflections of the material conditions and class relations of their eras.

Johann Pestalozzi emerged in the wake of the Industrial Revolution, a period marked by the disintegration of feudal agrarian economies and the rise of bourgeois capitalism. His emphasis on “learning by head, heart, and hand” [13, c. 135] was a dialectical response to the mechanistic, dehumanizing tendencies of early industrial education, which sought to produce obedient workers rather than critically thinking individuals. Pestalozzi’s sensory-based, individualized methods were progressive in their recognition of the child’s material interaction with the environment, yet they remained confined within the ideological limits of bourgeois humanism, unable to fully address the structural inequalities perpetuated by capitalism.

Horace Mann operated during the consolidation of American capitalism, where the bourgeoisie required a literate but disciplined workforce. His advocacy for universal public schooling [2, c. 147] was not merely altruistic but served the material interests of the rising industrial class, which needed standardized education to sustain economic expansion. Mann’s reforms, while expanding access, also reinforced the ideological apparatus of

the state, molding students into compliant citizens rather than revolutionary agents of change.

John Dewey developed his progressive pedagogy amid the contradictions of late 19th and early 20th-century monopoly capitalism. His insistence on experiential, democratic education [5, c. 35] was a dialectical advance over rote memorization, recognizing that learning arises from praxis the unity of theory and practice. However, Dewey’s pragmatism, while critical of authoritarian schooling, failed to fully grasp the necessity of class struggle in transforming education. His vision of democracy remained abstract, detached from the material necessity of overthrowing capitalist relations of production.

Dialectical materialism demands that we analyze pedagogical development as a process of contradictions between theory and practice, individual and society, oppression and liberation. The current educational landscape, while incorporating elements of Pestalozzi, Mann, and Dewey’s ideas, remains riven by these contradictions.

Pestalozzi’s emphasis on individualized instruction [35, c. 22] clashes with the capitalist imperative of standardized testing, which reduces education to quantifiable outputs. The dialectical tension here is between the humanist ideal of nurturing each child’s potential and the material reality of education as a tool for labor market stratification.

Mann’s vision of universal education finds partial realization in digital learning tools [9, c. 255], yet the material conditions of access remain uneven. The bourgeois illusion of “equal opportunity” is negated by the concrete reality of the digital divide, where impoverished students lack the material means to participate in technology-enhanced learning.

Dewey’s democratic ideals manifest in contemporary inclusive pedagogies [1, c. 10], but these efforts are undermined by the material basis of segregation underfunded schools, privatization, and systemic racism. The dialectical resolution requires not just pedagogical reform but the revolutionary transformation of the economic base that perpetuates educational inequity.

A truly scientific pedagogy must synthesize the rational elements of past theories with a materialist understanding of present conditions. This synthesis involves:

1. Reclaiming Holistic Education from Bourgeois Idealism: Pestalozzi’s sensory-based methods can be materialistically reinterpreted as a recognition of cognition’s dialectical relationship with the material world. Modern differentiated instruction [35, c. 15] must be

liberated from the constraints of neoliberal individualism and instead grounded in collective, class-conscious pedagogy.

2. Universal Education as a Material Necessity, Not a Bourgeois Charity: Mann's reforms laid the groundwork for public schooling, but their contemporary realization requires dismantling the capitalist structures that reproduce inequality. Equitable funding, democratically controlled curricula, and the abolition of privatized education are material prerequisites for true universality.
3. Experiential Learning as Revolutionary Praxis: Dewey's project-based learning [30, c. 112] must evolve beyond bourgeois pragmatism into a pedagogy of critical consciousness, where students analyze and challenge the material conditions of their oppression. Education must not merely adapt to the existing world but equip learners to transform it.

The historical contributions of Pestalozzi, Mann, and Dewey were necessary but insufficient stages in the dialectical development of pedagogy. A materialist approach recognizes that educational progress is not linear but arises from the resolution of contradictions between old and new, theory and practice, oppression and liberation. The task of contemporary educators is not to uncritically venerate these figures but to advance their rational kernels while transcending their ideological limitations. Only by grounding pedagogy in the scientific laws of historical and dialectical materialism can we construct an educational system that serves not the interests of capital, but the collective emancipation of humanity.

8. Research Findings

The historical-comparative analysis of Johann Pestalozzi, Horace Mann, and John Dewey's contributions, combined with contemporary pedagogical research, highlights the enduring relevance of their principles in addressing modern educational challenges. The following ten arguments encapsulate the key findings, illustrating how these historical legacies inform innovative, equitable, and evidence-based teaching methodologies in the 21st century.

Pestalozzi's sensory-based learning informs modern experiential pedagogies: Pestalozzi's "learning by head, heart, and hand" philosophy, emphasizing sensory engagement, underpins contemporary experiential learning approaches that foster student engagement through hands-on activities, aligning with place-based learning strategies [13, c. 135; 19, c. 3-5].

Mann's universal education vision supports digital equity initiatives: Horace Mann's advocacy for accessible public education drives modern efforts to bridge the digital divide, with technology integration enhancing equitable access to learning resources for diverse populations [2, c. 147; 29, c. 1623].

Dewey's democratic pedagogy shapes dialogic learning practices: John Dewey's focus on experiential, democratic education informs contemporary dialogic learning, which fosters critical inquiry through egalitarian teacher-student interactions, enhancing student autonomy [5, c. 35; 23, c. 342].

Student-centered approaches reflect Pestalozzi's holistic principles: Modern student-centered pedagogies, such as differentiated instruction, build on Pestalozzi's emphasis on individualized learning, prioritizing diverse learner needs to create inclusive classroom environments [35, c. 15; 28, c. 3].

Technology-enhanced learning advances Mann's equity goals: The use of digital tools, such as virtual learning platforms, extends Mann's vision of universal education by improving access and engagement, though socioeconomic barriers require targeted interventions to ensure equity [9, c. 255-256; 20, c. 21].

Inclusive education embodies Dewey's democratic ideals: Contemporary inclusive pedagogies, inspired by Dewey's vision of education as a democratic process, address systemic barriers to ensure equitable learning opportunities for students with diverse abilities [1, c. 10; 11, c. 815].

Evidence-based practices optimize modern pedagogy: Research on evidence-based methods, such as formative assessment, draws on historical insights to enhance student outcomes, emphasizing adaptability and data-driven instruction in dynamic educational contexts [14, c. 97; 31, c. 6-19].

Communicative competence enhances online learning efficacy: Shvedova's research underscores that fostering communicative competence in teacher-student interactions within online environments strengthens student engagement, aligning with Dewey's emphasis on collaborative learning [32, c. 118].

Pedagogical flexibility addresses socioeconomic challenges: Flexibility in teaching methods, rooted in Pestalozzi's adaptive approach, is critical for addressing socioeconomic barriers, enabling educators to tailor instruction to diverse learner contexts and needs [33, c. 299; 28].

Synthesis of historical and modern pedagogies fosters transformative education: Integrating

Pestalozzi's holism, Mann's universal access, and Dewey's experiential learning with contemporary innovations, such as blended learning, creates equitable, transformative learning environments that prepare students for global challenges [30, c. 112; 10, c. 7].

9. From Tradition to Innovation: The Dialectics of Pedagogical Progress

The evolution of pedagogical thought, examined through the contributions of Johann Pestalozzi, Horace Mann, and John Dewey, is not a linear progression but a complex process of continuity and transformation. Their ideas, born in response to the historical challenges of their time, became the seeds from which modern educational practices grew. Yet the value of these theories lies not only in their historical significance but also in their ability to adapt to new conditions while preserving their core essence.

Johann Pestalozzi, who proclaimed education as a matter of "head, heart, and hands," laid the foundation for a pedagogy centered on the wholeness of the human personality. His emphasis on sensory experience and individualized instruction finds contemporary expression in differentiated learning, where addressing the unique needs of each student becomes the norm rather than the exception. Modern methodologies such as Montessori education and the Reggio Emilia approach inherit his belief that learning should be a natural process rooted in practical activity and emotional engagement. Yet the progressiveness of Pestalozzi's ideas does not negate a fundamental dialectical tension: the need for individualization, essential for nurturing a child's potential, often clashes with an education system where standardization remains a tool of governance. The challenge for modern pedagogy is to resolve this contradiction preserving humanistic ideals while adapting them to the realities of mass education.

Horace Mann, a champion of universal education, saw schools as instruments of social equality. His vision of free public schools as the "great equalizer" foreshadowed today's debates on digital inequality. Now, technology appears to fulfill Mann's dream of accessible knowledge: online platforms, open resources, and distance learning erase geographical boundaries. Yet material conditions lack of infrastructure, economic barriers—create new forms of exclusion. Thus, Mann's legacy demands not a mechanical transfer of his principles into the digital era but a critical reevaluation. Technological integration must be accompanied by policies ensuring real

access to educational resources for all segments of society. Only then will the universality of education cease to be an abstract slogan and become a tangible reality.

John Dewey, who asserted that learning is the "reconstruction of experience," proposed a model in which school becomes a laboratory for life. His project-based methods and focus on critical thinking underpin modern approaches such as STEM education and inquiry-based learning. Yet here, too, a dialectical tension arises: between student freedom and the need for structure, between creativity and the demands of standardized curricula. Contemporary followers of Dewey from Deborah Meier to Seymour Papert demonstrate that his ideas remain fruitful, but only when applied flexibly. For experience to be truly educational, it must not merely reflect reality but prepare learners to transform it. This requires educators to strike a balance between guidance and autonomy, between traditional disciplines and interdisciplinary challenges.

The application of Pestalozzi's pedagogical principles in higher education paves the way for the harmonious development of the individual, where the material and spiritual needs of the student are considered as a unified whole. Pestalozzi's teaching, based on education through includes:

- 1) sensory learning, which develops cognition through interaction with the environment;
- 2) individualization, accounting for each person's unique abilities;
- 3) emotional connection, strengthening motivation through care and trust;
- 4) practical activity, linking theory with labor. In universities, this manifests in laboratory research, creative assignments, and dialogues, where students do not merely absorb knowledge but actively construct it, forming critical consciousness and an internal readiness for work.

The ideas of Horace Mann, aimed at transforming society through education, are reflected in the pursuit of justice and universal accessibility. Mann's principles include:

- 1) the universality of education, ensuring equal access for all social strata;
- 2) the professionalization of teaching, improving instructional quality;
- 3) the standardization of curricula to ensure a uniform level of knowledge;
- 4) civic education, shaping responsible members of society;

- 5) state management of schools to protect the public good. In higher education, this is expressed through digital platforms, open courses, and support programs that overcome social barriers.

However, the true realization of Mann's ideas requires the removal of material obstacles, such as economic inequality, so that education becomes not a privilege but a right that strengthens social progress.

John Dewey's philosophy, which connects education with practice and societal needs, offers a path to unlocking human potential through active participation. Dewey's principles include:

- 1) experiential learning, where knowledge arises from experience;
- 2) a democratic approach, encouraging equality and dialogue;
- 3) project-based activities addressing real-world challenges;
- 4) the continuity of learning, linking past and present experiences. In universities, this is embodied in interdisciplinary research, collaborative projects, and practice-oriented learning, fostering analytical thinking and social responsibility.

Dewey teaches that education should prepare individuals not for subordination but for creation, shaping a personality capable of transforming the world through conscious labor and solidarity.

An analysis of pedagogical heritage reveals three key principles relevant to the 21st century:

1. Anthropocentrism — recognizing the student as an active subject, not a passive object of instruction.
2. Universality — striving to overcome barriers, whether social, technological, or cognitive.
3. Practicality — connecting knowledge to real-life contexts, rejecting abstract scholasticism.

These principles, however, cannot be implemented dogmatically. They require constant adjustment in response to cultural, economic, and technological shifts. For instance, the digitization of education is not an end in itself but a means that must serve humanization, not replace it.

Pedagogy, like any dynamic system, evolves through the resolution of contradictions. The legacy of

Pestalozzi, Mann, and Dewey is valuable not as a set of rigid prescriptions but as a methodological compass pointing the way: from authoritarian knowledge transmission to collaboration, from elitism to inclusion, from passive absorption to active creation.

The task of modern researchers and practitioners is not merely to quote these thinkers but to creatively apply their ideas, infusing them with new meaning. As Dewey himself wrote, "Education is not preparation for life; education is life itself." In this sense, the evolution of pedagogy is an ongoing dialogue between past and future, where each era contributes to our understanding of what it means to be a learning human being (tab. 2).

10. Conclusions

1. Johann Pestalozzi's holistic pedagogy, emphasizing sensory-based and individualized learning, remains foundational to modern differentiated instruction strategies that address diverse learner needs.
2. Horace Mann's vision of universal public education informs contemporary efforts to enhance equitable access through technology integration in classrooms.
3. John Dewey's progressive philosophy, advocating experiential and democratic learning, underpins modern constructivist approaches, such as project-based learning, fostering critical inquiry.
4. Student-centered methodologies, rooted in Pestalozzi's holistic principles, prioritize personalized learning to meet individual student needs in diverse educational settings.
5. Inclusive education, inspired by Dewey's democratic ideals, ensures equitable access for students with diverse abilities, addressing systemic barriers in modern pedagogy.
6. Evidence-based practices, such as formative assessment and collaborative learning, draw on historical insights to optimize student outcomes in a rapidly evolving educational landscape.
7. The synthesis of Pestalozzi, Mann, and Dewey's principles with contemporary innovations creates dynamic, equitable learning environments that prepare students for 21st-century challenges.

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Михайло Кузнєцовмагістр філософії¹pwanz87@gmail.com <https://orcid.org/0000-0003-3232-1792>**Ярослава Шведова**кандидат педагогічних наук, доцент кафедри педагогіки¹

shvedova@karazin.ua ORCID ID: 0000-0001-9592-3032

¹Харківського національного університету імені В. Н. Каразіна,
майдан Свободи 4, Харків, Україна

ВІД ТРАДИЦІЇ ДО ІННОВАЦІЙ: ЕВОЛЮЦІЯ ОСВІТНІХ ПРАКТИК

Це есе досліджує внесок Йоганна Песталоцці, Горація Манна та Джона Дьюї, а також сучасні тенденції в педагогіці, з акцентом на студентоцентрованому навчанні, інтеграції технологій та інклюзивній освіті. Робота кожної історичної постаті заклала фундаментальні принципи, які резонують у сучасній освітній практиці.

Сучасна педагогіка, що виникла наприкінці 19-го - на початку 20-го століття, являє собою перехід від передачі знань до студентоцентрованої, технологічно-орієнтованої та інклюзивної освіти.

У цій статті досліджується еволюція сучасних методів викладання, аналізуючи фундаментальний внесок Йоганна Песталоцці, Горація Манна та Джона Дьюї, а також їхній тривалий вплив на сучасну педагогічну практику. У ній досліджується, як цілісне, сенсорно-орієнтоване навчання Песталоцці, пропаганда Манном загальної державної освіти та прогресивний, емпіричний підхід Дьюї сформували студентоцентровану, технологічно-орієнтовану та інклюзивну освіту у 21-му столітті. У дослідженні також розглядаються сучасні тенденції, такі як диференційоване навчання, інтеграція технологій та інклюзивна педагогіка, підкреслюючи їхню відповідність історичним принципам та їхню роль у вирішенні сучасних проблем, таких як нерівність в освіті та ізоляція учнів.

Мета цього дослідження полягає в тому, щоб надати освітянам всебічне розуміння того, як історичні педагогічні основи можуть формувати справедливі та ефективні стратегії навчання в глобалізованому, технологічно керованому світі. Синтезуючи інноваційні підходи Песталоцці, Манна та Дьюї із сучасними методологіями, стаття має на меті подолати розрив між традиційною та сучасною освітньою практикою, забезпечуючи актуальність та адаптивність у задоволенні різноманітних потреб учнів. Вона прагне підкреслити застосовність історичних принципів цілісного розвитку, універсального доступу та емпіричного навчання у сприянні динамічному навчальному середовищу, яке інтегрує практики, засновані на доказах, технології та інклюзивність, зрештою готуючи учнів до викликів 21-го століття.

Ключові слова: педагогіка, Йоганн Песталоцці, Горацій Манн, Джон Дьюї, навчання орієнтоване на студента, інтеграція технологій, інклюзивна освіта.

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