



## PEDAGOGICAL-PSYCHOLOGICAL CHARACTERISTICS OF THE WORKS OF EASTERN THINKERS

Kochkarova Feruzakhan Makhammatkasimovna  
Andijan State University  
Teacher of "General Pedagogy" Department

Akhmedova is the daughter of Feruzabanu Alisher  
Graduate Student of Andijan State Pedagogical Institute

### Abstract

This article talks about the rich scientific and spiritual heritage of our great thinkers, the teaching methods and pedagogical ideas in their works.

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These days, when fundamental reforms are taking place in all spheres of social life, the issue of developing moral qualities of students based on our national spiritual heritage is gaining special relevance. Because the use of the legacy of the social teachings of Eastern thinkers in the spiritual education of young people has led to more effectiveness. In fact, this spiritual heritage of ours has great potential in solving various pedagogical problems, and most importantly, in developing a spiritually mature person and thereby improving the quality of training of pedagogical personnel.

In the Decision of the President of the Republic of Uzbekistan "On measures to establish the Center of Islamic Culture in Uzbekistan under the Cabinet of Ministers of the Republic of Uzbekistan" "Scientific heritage is the spiritual property of not only one nation or nation, but the entire humanity, and this priceless wealth will undoubtedly serve as a source of wisdom and knowledge for new and new generations, and most importantly, a solid ground for new discoveries." that he emphasized encourages all of us and shows that we need to approach this issue more responsibly. Muhammad al-Khorazmi thought philosophically about man. Alloma gives a high value to the intellectual potential of a person and believes that the value of a person is in his knowledge and skills.

He emphasizes that the pedagogical and didactic principles, forms and methods of the educational process, founded by Muhammad al-Khorazmi, are as follows:





- Describing and explaining the essence of the observed event and event;
- Question-answer method;
- Experience, method of observation;
- Algorithmic method;
- Independence;
- Creative activity.

Analyzing the problem of comprehensive human development, Abu Nasr Farabi emphasizes that the role of the teacher in the educational process is particularly important. The doctrine based on the thinker expresses the following main ideas:

- Organization of spiritual education and upbringing of intellectual qualities in a person guarantees his maturity;
- Decency is the most basic of the moral qualities manifested in the person being educated, and it serves as a basis for the education of noble qualities in a person. It is important to explain to them that human behavior and manners are important spiritual and moral qualities with the help of real-life examples;
- The formation of will in a student depends in many ways on the environment and the content of educational activities.

According to Abu Nasr Farabi, it is appropriate to use the following methods in the process of organizing education: instilling theoretical concepts into the minds of students and educating them about ethnic qualities, persuasive methods, as well as influencing intuitions and feelings based on an individual approach.

According to Alloma, a teacher should have the following qualities:

- Sensory organs are perfectly developed; strong memory, observation; to be fond of the art of public speaking and mastering knowledge;
- To abstain from food and drink, to be indifferent to wealth.

Pedagogical, didactic principles, forms and methods of education that Abu Nasr Farabi highly appreciated:

- Theoretical and practical orientation of education;
- Scientificity and practical importance of knowledge;
- Systematicity, logic and sequence;
- Connection with life;
- Be understandable;
- Observation and experiments;
- Methods of dialectical, evidential, argumentative, rhetorical and poetic reasoning;
- Method of induction and deduction;
- Performing and repeating exercises.



Abu Raikhan Beruni is a supporter of democratic pedagogy by the essence of his views. He tried to thoroughly study consciousness, the process of perception and its passage. Scientifically substantiated the forms and methods of teaching that activate cognitive activity.

Alloma says that the place and role of the following pedagogical principles, educational forms and methods in the development of a person are incomparable:

- Comprehensibility of the given information (when imparting general knowledge, clarifying the essence of unfamiliar (distant) objects based on familiar (nearby) objects to the student, substantiation of unknown concepts on the basis of known knowledge guarantees positive results 'focuses attention');
- Arming students with scientific foundations (in this process, introducing the student to scientific literature, forming the skills of carrying out experiments and practical observation in it, constantly repeating the acquired information, helping the thorough assimilation of knowledge notes that he gives).

Abu Ali ibn Sina, explaining his pedagogical views in his works, mentions that paying attention to the following aspects in the organization of education ensures the effectiveness of the teacher's work:

- To express confidence in a person's capabilities, to educate a well-rounded person;
- Creative approach to the organization of pedagogical activities;
- Content of education and upbringing;
- Essence and principles of the educational process;
- Study as a team;
- Essence, directions (spiritual-ethical, intellectual, aesthetic, physical, labor), principles, purpose, task, content of education;
- Morality (high spirituality of the growing generation) is the main subject of education, its purpose, content, result;
- Education and development of high human qualities, including feelings of friendship and camaraderie in the growing generation;
- Raising children in the family;
- Individual approach to the education and upbringing process;
- Teaching and training methods;
- Requirements for the teacher's personality and activities.

Alloma pays great attention to the role of the teacher (educator) and emphasized that he should be honest, intelligent, fair, correct, polite.

Abu Ali ibn Sina says that in the process of education, the teacher should act in accordance with the following requirements:

- to be moderate (average) in organizing relations with children;





- paying attention to the ability of students to use their knowledge and skills in life;
- being able to use different methods in working with children;
- increase children's interest in learning;
- to perform each step with gestures so that the teacher's words and thoughts are understandable to the students (therefore, this method instills excitement in children);
- inculcating the following high moral principle in the mind of the students: "one should live not only for oneself but also for others".

The following pedagogical and didactic principles, educational forms and methods are discussed in Alloma's works:

- experience;
- the principle of interdependence of causes, analysis, synthesis, generalization;
- do not immediately connect the child with reading books;
- study as a team;
- exercises (their moderation, availability, taking into account the abilities and opportunities of the public, students);
- gradual, sequence of teaching, moving from easy to complex;
- to be understandable, taking into account the student's individuality;
- methods such as the relationship between theory and practice, transition from general to specific, systematicity and logic, uniformity and sequence of expressions and considerations;
- observation, experience, practice.

According to Omar Khayyam, the purpose of education is to form a right-thinking, intelligent, thinking person as a person. First of all, Alloma pays attention to the intellectual and mental capabilities of a person and believes that it is necessary to gradually and regularly form positive qualities in a person. According to Alloma, if a person does not have good qualities, he should be able to form them by his own efforts, and overcome the negative ones by willpower.

Omar Khayyam believes that habits, thinking and understanding are the main ones in education. Right and clear thinking, as well as intelligence, discipline and constant work on oneself, training to strengthen the will to achieve positive results are positively evaluated by scholars.

In his works, Omar Khayyam expressed the ideas of humanitarianism and philanthropy, glorified man, in particular, "man is like the world in a mirror, multifaceted. He is very small, helpless, weak, and he himself is infinitely great.

Alisher Navoi insists that a teacher should have all-round knowledge: "A teacher should not teach what he does not know or do what is impossible. Otherwise, he is not





a teacher." Thus, the teacher should know his subject and his work perfectly, and the task of the school is to provide students with comprehensive knowledge.

The main pedagogical views of Alisher Navoi:

- humanity, respect for man, his comprehensive development;
- internationalism, respecting not only one's own nationality, but also other nationalities;
- that nature is an effective tool that helps to improve a person;
- Enlightenment, knowledge is the sight of a person;
- perceptive abilities, serving to realize the truth, perceiving and understanding the truth, the necessity of intuition and reason, the results of intuition, their feeling and reflection in the mind;
- the need to educate the positive qualities of a person (such as love for people, kindness, gentleness, tenderness, modesty, restraint, generosity and hard work);
- requirements for the teacher's work.

In his works, Alisher Navoi also talks about the following pedagogical ideas and didactic principles:

- humanization of education;
- comprehensive human development;
- taking into account the individual characteristics of students;
- to present materials in sequence and clearly;
- activation of the student's learning activity;
- moral education;
- labor education;
- requirements for student activity.

Zahiriddin Muhammad Babur was a poet, scientist, great statesman and general who occupied a special place in the culture, literature and poetry of the Middle Ages. According to Alloma, it is appropriate to organize the following actions in order to activate human perception: to rely on the ability to think, to take into account the mental characteristics of students.

The connection of science with life in the works of Zahiriddin Muhammad Babur; it is emphasized that the importance of analysis, synthesis, generalization, ethical-didactic advice in raising a child is incomparable. The mentioned cases are manifested as the pedagogical views of the scholar, educational forms, methods and methods, as well as the main requirements for the student's activity.

According to Zahiriddin Muhammad Babur, students' activities should be carried out in accordance with the following requirements:

- taking into account the abilities and characteristics of students;





- increasing demand for students' knowledge, as well as knowledge acquisition activities;
- formation of abilities and skills that allow students to analyze, synthesize and generalize their existing knowledge;
- ethical-didactic approach to raising children.

Burkhaniddin Zarnuzhiy in his work entitled "A guide to the student's education" gives recommendations on the organization of the teaching process, and also emphasizes the need to treat the teacher with respect.

The pedagogical ideas, didactic principles, educational forms and methods shown by Burkhaniddin Zarnuji are as follows:

- conscious desire, aspiration and perseverance to learn;
- the role of science and knowledge, their acquisition and improvement;
- sequence, regularity, continuity, systematicity and comprehensibility of education;
- connection between theory and practice;
- analysis, synthesis, generalization of acquired knowledge;
- the procedure for conducting the lesson;
- conversation, reflection, discussion;
- like children and give them advice;
- formation of students' independent learning skills.

Alloma emphasizes the greatness of man, calls on older people to show confidence in the younger generation.

The importance of the following pedagogical and didactic principles is highly appreciated by Omar Khayyam:

- mastering knowledge with full, deep understanding, understanding its essence; independent acquisition of knowledge;
- independent reasoning (organization of thinking activity);
- study the nature of life events;
- experience, repetition (many repetitions of actions and activities);
- use of different methods of education at the same time.

Scholars such as Muslikhiddin Sa'di, Abdurakhman Jami, Alisher Navoi and Zakhiriddin Muhammad Babur also contributed to the development of the science of pedagogy.

In his works, Muslihidin Sa'di highlights the following points of view: the active participation of a person in the acquisition of knowledge, the existence of certain conditions for the development of talents and abilities, the regularity and comprehensibility of knowledge; being able to apply knowledge in practical life; the leading role of labor training and education in ensuring personal development.





Abdurakhman Jami demands to adhere to the following in educating a person and imparting knowledge to him: ensuring the connection of science with life; improvement of student's characteristics and abilities; analysis and synthesis of acquired knowledge, generalization; use of ethical and didactic advice.

Thus, the thinkers of the East wanted to organize a person, his personality and education, as well as instill in him diligence, the desire to learn, intellectual maturity, the formation of speech culture, the art of speech, high who attached great importance to studying the issues of educating their spiritual and moral qualities. They want a person to be well-rounded and educated.

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