



EDUCATIONAL PROBLEMS IN THE HISTORY OF CENTRAL ASIA

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Annotation:

The article presents the pedagogical ideas of the famous oriental sages: al-Khwarizmi, Ibn Sina, al-Beruni and al-Farabi. Various approaches to the preparation of students are described, as well as the opinions of ancient thinkers about the professional qualities necessary for a teacher. The strategic value of using the pedagogical heritage of the past in modern education is emphasized.

Keywords: pedagogical thought, pedagogical ideas, scientific works, thinkers of Central Asia, Uzbekistan.

Introduction

Today, international experts recognize that if you want to understand the essence of the changes that have begun in Uzbekistan, you need to carefully study the Action Strategy, and then you will understand everything. It should be noted that our compatriots, to be honest, thought a lot, were a little worried, found a solution to a delicate problem. In particular, it was studied on the basis of a large number of appeals, and an 11-year system in schools was restored. [1] This will of the people in the country is another vivid proof that they are setting a course for reforms - this is, so to speak, the same truth. Our condition In the noble initiatives of the leader, the interests of the people are the main goal of the reforms being carried out in our country. [2] The power of the people is most embodied in the idea of direct communication, that is, "citizen-state". this is one of the important principles. This has recently been happening in all regions of our country. is seen as the basic foundation on which reforms are inextricably linked. In this regard, that our compatriots have jointly developed a "road map" of our country for the near future, it is enough to remember that it was approved after a public discussion.



Results and discussion

The genesis of modern pedagogical ideas is largely associated with the scientific activities of the thinkers of the Middle Ages, who had a great influence on the formation of national spirituality, the culture of friendship and tolerance of the peoples of Central Asia [3]. The sources of pedagogical thought were special works devoted to upbringing, as well as scientific treatises containing reasoning about the ways of presenting complex material. The East is traditionally delicate in matters of education. Separate works of thinkers were devoted to the rules of behavior of the student and the mentor. The "Brief Book on Complement and Opposition" mentions the most important quality of a teacher - the ability to explain complex problems with accessible ease [4]. Muhammad al-Khwarizmi managed to write "Algebra" in an amazingly clear language without complicated numbers and equations. It is the ease of reading complex code that is especially appreciated today in programming, and the term "algorithm" owes its name to the distorted Latin transcription of the name Al-Khwarizmi in translation, which began with the phrase "Dixit (" So spoke ") Algoritmi". In the "Canon of Medicine", the philosopher Ibn Sina calls for the formation of students' characters with the help of Makomlar melodies, each of which has its own healing and educational effect [5]. The most ancient origins have Uzbek maqoms, obtained from "Duvzdakh maqom", the origin of which dates back to the time of the appearance of mankind. Ibn Sina introduced the concept of the teacher's speech hygiene, which is more relevant than ever in the current practice of people influencing the mind and consciousness of the younger generation. Pedagogical skill, according to Ibn Sina, was expressed, among other things, in the ability to control the power of the voice: start presenting the material in an undertone with a gradual amplification of the sound,

- accentuate key points in a strong voice,
- not to shout and not broadcast loudly for too long, in order to preserve both your own ligaments and the psyche of students.

Encyclopedic scientist Abu Rayhon al-Beruni in his treatise "Osoral Bokiya" warned against simple memorization and advised to combine it with understanding [6]. He believed that, thanks to the periodic change of view on the subject, the student will understand its versatility, just as a journey through different gardens will reveal the delights of each of them. The ability to memorize a lot stems from a variety of observations.



Whatever area of knowledge the scientist devotes his works, each of them contains pedagogical recommendations for the development of scientific disciplines [7]. The two methods, which have retained their popularity to this day, were first formulated by Abu Nasr of Farabi in "Pointing the Way to Happiness" - a famous treatise on "hard" and "soft" approaches to teaching wards with different types of motivation. Soft methods strengthen students' desire to master the sciences, encourage their hard work and good disposition]. The need for harsh methods is justified in the case when only coercion can eradicate laziness and self-will in children, shorten their anger. Al-Farabi recognized the need for a teacher to have innate abilities: to a quick and accurate understanding of the essence of the issue;

- to pursuing science, which implies excellent memory, insight and good health;
- to the oral presentation of the material, that is, excellent diction, logic and expressiveness of speech.

Conclusion

The ancient thinker considered the developed concept of honor, masculinity, love of justice and truth to be the special qualities of a teacher. In his opinion, a true teacher is distinguished by persistence in the complex development of his body and modesty in meeting personal needs [8]. Thus, given the strategic value of education for the development of science and the preparation of promising human resources, the author believes that the state educational standards of the Republic of Uzbekistan should be based on a progressive educational heritage. The upbringing of a developed personality capable of representing the country on the world stage is impossible without mastering the centuries-old experience of pedagogical thought bequeathed to the peoples of Central Asia by its great sages.

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