



THE METHOD OF GREAT MOTHERS RAISING GREAT GENIUSES

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Abstract

This article talks about the most beautiful ways to approach child education, which is the greatest and first task of mankind. Through the article, it can become the most beautiful example school for raising geniuses by eliminating the defects that arise in child education in our time.

Kalit so'zlar: Education, Dr. Karl, Al-Khorazmi "1000 Perfect Humans, Education in Japan, Relationship to Emotions, Importance of "amae", "Ikudzi" System, Primary Education in China, American Principles

Introduction

As opportunities, conveniences and all blessings are embodied in the rapidly developing information age, nationalism, national pride, beautiful character qualities disappear in relations with the motherland, parents, relatives and teachers. Leaving is the most painful point of our life. That is why the following article discusses the shortcomings, mistakes and achievements in the education of great geniuses and provides information on finding a solution to the same problem. I think that through this article, you will gain important knowledge in the education of great saints of Islam, great scholars and geniuses, in shaa Allah.

outstanding psychologists is Dr. **Carl** On page 264 of his book "**Modern Man in Spiritual Research**" he says: "For thirty years, people came to my reception from all over the world. I treated hundreds of patients. Most of them were middle-aged, that is, over thirty-five years old. There was not a single one among them who could solve their problem on the basis of religion. I can say that they are all sick because they have lost what religion gave to believers. He who does not recover true faith will never be healed."

Because the mind is a sheep, the soul is a wolf, and faith is a shepherd. If the faith is not strong, the ego will overcome the mind. (Mavlona Rumi).

Education is a practical pedagogical process aimed at forming certain physical, mental, moral and spiritual qualities in a person; a set of measures taken to ensure



that a person has the characteristics necessary for living in society. Education is the most ancient and eternal value that ensures the humanity of a person. Neither an individual nor a human society can exist without education. Because the values that ensure the existence of a person and society are passed from one generation to another only because of Education. In pedagogical literature, the term "Education" is used in broad and narrow senses. In a broad sense, Education means the sum of all influences, activities, actions, and aspirations aimed at forming a human personality, ensuring his active participation in the production of society and social, cultural, educational life. In this understanding, education includes not only the educational work carried out in the family, school, children and youth organizations, but also the entire social system, its leading ideas, literature, art, cinema, radio, television, etc.

Yes, education is the most unique quality of the human race, because as the great Allama Muhammad ibn Musa Al Khorazmi - a great Muslim scientist, astronomer, mathematician, geographer of the 9th century - said, nothing can make a person noble and honorable, good morals. Morality is directly related to a person's beliefs. That is why people say that the immoral person has no religion. Good behavior has been the most important decoration of people since ancient times. Al-Khorazmi, the founder of the science of algebra, our great thinker, "We evaluate a perfect person with 1000, we give him "1" for his good behavior, and for his origin, purity of lineage, we write one "0" after "1", and "10" is formed. If a person has a beautiful body, we write one more "0" after "10", it becomes "100", if a person is knowledgeable and rich, then one more "0" is added behind "100". we write, "1000", that is, a perfect person is created. But if we remove "1" from the number of "1000", i.e. good morals, what significance will the "0" have. It will not have any significance." he thinks, without good character, he equates other achievements of a person to zero. Good behavior is evaluated by the possession of the most important qualities of a person, such as modesty, chastity, and honor.

We will start with our closest neighbors in the West, or rather with some European countries. The countries united in the European Union have not lost their authenticity and have preserved the systems of formation of the new generation familiar to them. The foundations of each of them have been laid for many centuries in Spain and England, Germany and France, but the styles themselves have changed, focusing on the achievements of civilization. How to raise children in different countries?



Japanese children are well-mannered, polite, kind-hearted and rarely lose control over their emotions. Here are the five secrets of this solid upbringing

Mother and child are very close: the importance of amae

In Japan, mother and child are very close. This closeness is also reflected in domestic life: mother and child sleep together, mother carries the child for a long time. Many references to co-sleeping and child-bearing can be found in Japanese fiction. The mother-child relationship is reflected on an emotional level: the mother accepts everything the child does with love, patience and care. According to the principle of "Ikudzi" (the child is first a god, then a servant), everything is possible for a child under the age of five. This is not a lack of will and defiance as many foreigners think. This is the formation of the concept of "I am good and loved" in the child.

This attitude contributes to the formation of "amae". This word has no equivalent in other languages. Amae is the basis of the relationship between children and parents, and children can fully rely on their parents and their love. And the elderly receive the same thing from their older children.

Ikudzi system: god, servant and equal

According to the "Ikudzi" education system, a child up to the age of five is a god, from five to 15 years old - a servant, and from the age of 15 - an equal. In fact, the philosophy of "ikudzi" is aimed at educating members of a collective society where human interests come second. This is a unique stress, Japanese parents try to raise a well-rounded person who finds his place in the system and does not lose his value under such conditions.

At the first stage (god), they surround the child with endless love and support. In the second stage (servant) this love does not go anywhere, the child simply actively learns the rules of society and tries to find his place in it. A strong attachment to the mother, formed in the early years, has a great impact on the child. The child tries to behave properly so as not to anger his mother.

The interesting thing is that in Japanese educational institutions, special attention is paid not only to education, but also to upbringing, in which there is no concept of the best and the worst of others.

At the third stage (equal), the child is a formed member of society. It will be too late to raise him and parents will have to reap the fruits of their efforts.

High importance of family

As a rule, the mother took care of raising the child. They spend a lot of time with children. The Japanese believe that it is not necessary to send a child to



kindergarten before the age of three. The main thing is that it is not recommended to give the child to the grandmother or to hire a babysitter. However, the extended family is of great importance: children actively communicate with grandparents and other relatives. Relationships between generations are based on sensitivity and attention, where the opinions of the elderly are listened to. A family is a circle where "amae" dominates and is always supported and cared for.

A personal example

"Japan. Ikeno Osamu, the author of the book "How to understand it", writes about an interesting experience. Japanese mothers and European mothers were asked to assemble a pyramid with their children. Japanese mothers first fell by themselves and then asked the children to repeat. If the children could not imitate something, they started the work again. European mothers chose a different tactic: they explained in detail to children how the pyramid was assembled. Then he invited the children to do the work. It can be seen that while the Japanese mothers gave the concept of "do as I do", the Western mothers only explained the theory and forced the children to do everything by themselves.

That's why Japanese education and training is called "hijjalovchi". Japanese mothers rarely force children to do something they have never done before. They first set an example and make the child want to do the same thing.

Reaction to emotions

Before teaching a child to live in a collective society, it is necessary to explain what it means to see and respect the feelings and interests of others.

Therefore, Japanese women, in turn, respect the sensitivity of children. They do not put excessive pressure on the children, do not embarrass them, but awaken the emotions of the children. For example, if a child breaks a car, a Japanese mother says, "The car is stealing its life, it is crying now." And the European mother said, "Don't do that, it's not good. "How much do you need to work to buy a car?"

The Japanese themselves do not confirm that their method is the only correct method. In recent times, western values have greatly influenced their traditions. However, the main principle of the Japanese approach is to approach children with calmness, patience and complete love.



GERMANY

The famous German punctuality and calmness were brought up from childhood. Parents raise their children according to strict rules in Germany. The child should go to bed no later than 20.00, he is forbidden to sit for a long time at the computer or TV. Independence is expressed when a baby picks up broken pieces of a cup without the help of an adult or gets up after a fall. In addition, there are other features:

- German grandmothers do not participate in the growth of the baby, from a certain age of the baby, mothers hire a nanny for him, who must have a medical education. Women take their babies with them for a walk, to a cafe, to a meeting with friends.
- Kindergarten starts at the age of 3. Children under this age go to special classes and playgroups accompanied by parents or nannies.
- The pre-school curriculum in Germany does not include teaching young citizens to read and count. Children are taught team behavior and rules of discipline. The child chooses the game activity himself.
- Literacy training begins in elementary school ... Lessons take place in the form of a game ... Parents teach their children to plan their lives, including all work and budgeting.

The world of childhood is wonderful and wonderful, but it consists not only of fairy tales and games. An important aspect of the life of the growing generation is its upbringing. Although the traditions, religions and customs of the peoples of the earth are different, the education of children is different in different countries of the world. The formation of the personality is carried out in accordance with the laws formed during the many centuries of existence of certain countries and nations in the society. They are united by only one thing - love for children, but everyone has their own attitude to the rules of upbringing.

Representatives of all nationalities love their children, but they have different approaches to education.

The interest of specialists in different educational systems led to the emergence of a whole science called ethnopedagogy. Normal parents I just want to compare techniques, get something for myself or, on the contrary, make sure that my approach is perfect. We decided to develop an interesting topic and present to you the peculiarities of raising children in different countries in the form of small meaningful reviews. We will start with our closest neighbors in the West, or rather with some European countries. The countries united in the European Union have



not lost their authenticity and have preserved the systems of formation of the new generation familiar to them. The foundations of each of them have been laid for many centuries in Spain and England, Germany and France, but the styles themselves have changed, focusing on the achievements of civilization. How to raise children in different countries?

Despite the unification, the countries of the European Union have preserved their individuality, including in the upbringing of children.

Viking traditions and rough nature left their mark on the attitude of adults towards small family members. Children in Scandinavian families are not only lovers, but idolaters. Most of the parents' creativity consists in the development of a small citizen ... There are no strict restrictions and unconditional obedience to discipline. Freedom in everything: choosing hobbies, daily routine, activities. The only thing that adults pay special attention to is the absolute safety of the child.

Equality is the foundation of parent-child relationships. Adults count on the opinion of a small person, if the child speaks against him, he will easily change his mind on any issue. Kindergartens and schools accept healthy babies and children with disabilities on equal terms. The teachers of the Scandinavian countries are convinced that the best tool for children's development is play, so all preschool and school institutions are equipped with playrooms.

Swedes are so bold about the formation of the little person that almost from kindergarten in Sweden, they receive education on gender differences, the process of childbirth and the problems of contraception. Swedish laws are pedagogical methods aimed at excluding acts of violence ... Parents are forbidden even to raise their voice to their child. Compliance with established rules is controlled by social workers .

In Sweden, sex education classes are considered necessary - to prevent early sexual activity and abortion (more in the article :)

In addition, the ward itself can complain to the parents, then the adults will face severe punishment. This approach results in a constant influx of new sub-tenants to shelters in Sweden.

Children in Sweden are recognized as full-fledged legal entities, parents even have to dust them off in order to thank them for their bad behavior. If one of the parents in Sweden decides to hit his treasure, he can be sued.

Norway's tolerance laws are not so strict with parents. The main concern of parents in Norway is to provide children with a healthy and nutritious diet. Fish and fish oil are mandatory in the children's menu. They also ensure that local village milk



is delivered to children's tables. Activities in kindergartens are aimed at developing motor skills of babies. Norwegian adults believe that running and playing outdoors are more important than math or literature. In addition, they often try to take babies outside, which allows them to dig in the ground and splash in water, explaining such actions with the desire to strengthen the immunity of the little ones. Norwegian children are allowed to spend a lot of time in nature, walking and exercising

FRANCE

The main criterion of French parents is to instill independence in children at an early age ... It is very important for the adult population of France to realize themselves in this life, so they try to separate the young members of the French family from close communication, setting certain restrictions:

- From the age of three months, the baby learns to sleep in a separate bed. There are also clear time limits: for the child and for himself. The child goes to bed early and never sleeps in the same bed with his parents.
- French mothers actively involve children of kindergarten age in clubs, entertainment studios, sports sections. For working mothers, this is the best way to develop the child and find something to do while the woman is at work.
- France's attitude towards babies is lenient, punishment can only be for serious crimes. It is usual to encourage a child good behavior, deprived of fun and good deeds for bad deeds.
- Grandparents in France do not look after babies, they can ask to take the baby to a ward or circle, but permanent stay with the grandmother is not practical. French elders, like young people, are independent and free from family responsibilities.

French children are taught to be independent from a young age

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German children only begin to learn to read and write in school

SPAIN

The educational process in Spain is very different from many European countries. If we take a closer look at the country's childhood laws, we can say that they are all aimed at raising adults in Spain, not their offspring. Parents are often severely punished for the slightest rudeness or harshness towards their son or daughter. Babies in Spain can be removed from their families if they feel they are being mistreated by their parents. There is no specific purpose to separate mother and baby, Spanish social authorities welcome the involvement of adults in changing the situation for the better and, in time, return the child to the family.

The world of childhood is wonderful and wonderful, but it consists not only of fairy tales and games. An important aspect of the life of the growing generation is its upbringing. Although the traditions, religions and customs of the peoples of the earth are different, the education of children is different in different countries of the world. The formation of the personality is carried out in accordance with the laws formed during the many centuries of existence of certain countries and nations in the society. They are united by only one thing - love for children, but everyone has their own attitude to the rules of upbringing.

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ENGLAND

Prudish England is loyal to royal traditions and raises real ladies and gentlemen from its little citizens. The tendency of late birth, when parents become parents for the first time at the age of 35-40, allows a serious and thorough approach to the pedagogical process. Parents instill in the baby impeccable behavior, from a young age they teach to use a knife. Restraint in expressing emotions is encouraged. On the streets of England you will not meet a mother gently kissing her baby or discussing something cheerful with him. Such close communication happens only within the walls of the house, everything is beautiful and limited in public. Most British children are like small adults - reserved and respectful.

CHINA

The tradition of child rearing in China is exemplary in raising wonderful children. Stopping breastfeeding early, the Chinese mother sends her baby to kindergarten. Rigorous mode preschool educational institution is planned by the minute. A certain time is allocated for each activity: sleep, lessons, games, lunch at a fixed time. Teaching Chinese children to respect their elders remains an important issue. A sense of teamwork, hard work, discipline and mutual aid is developing throughout China. young citizens of the country. Locked early development is their treasure, mothers in China methodically take babies to different departments, circles, groups intellectual development ... Women learn the latest development techniques intellectual abilities absolutely that the child and baby should always be



busy with useful work sure In China, there is no division between male and female tasks: a boy knows how to wash dishes, and a girl can easily hammer a nail into a wall. This is China's attitude towards the younger generation. Traditional parenting styles in China are significantly different from those in Europe. Raising children in China is a public concern, so it is common to send a child to kindergarten from the age of three months. They say that little Chinese can sleep in almost any position, they are quite calm and patient, so the problems of early education are not too acute here. At the age of one and a half, the child begins to learn: count, sing, draw, write. Raising children is a serious matter, they begin to study diligently from a young age. Children grow up to be active, outgoing, curious. The parenting methods used teach children to be polite and obedient. To help you understand the content of early childhood education in China and the core values that should be instilled as a result of raising children, I am famous for the story is about a boy who becomes a Tao preacher. When offered something delicious, he bravely refused. Why? He explained this by the fact that he was small and needed little. This didactic story should be told to children, it should show the simplicity of the child as an important virtue. The problems of education in Chinese society do not concern us at all. Visitors to China are amazed at the cases where the mother said to the child in the store: "Wait" and he waited for him for an hour or two without the slightest concern. Imagine what your child is doing in those two hours? Here, self-deprecation and submission are traditionally very important factors in upbringing. Before, for example, a child in the village spent all his time with his mother, tied to him with a cloth (a prototype of a sling scarf). It took a long time to breastfeed , fed the child on demand, put him to bed with his parents. Everything seems to be fine. But at the same time, the floor was considered unclean, so the child was not allowed to crawl on it. Often he had to sit on a chair, sometimes even tied up. Modern parenting styles are certainly different from traditional ones, but the main trends remain: to accept everything that happens with obedience and humility. Pre-school education is carried out in various forms , educational methods and contents are different. In addition to specialized educational institutions, kindergartens are opened by state organizations and enterprises, as well as by individuals.

But they all adhere to the general principle of a mandatory combination of proper education and physical development of the child. All-round development aimed at pre-school education creates conditions for opening the child's abilities. In the future, the same principles of education will be used in schools. Primary education



in China lasts 6 years, with an average of 3 years. Education in China is compulsory for all children from the age of 6.

In large cities, all children receive full secondary education, and in rural areas, more than half. All educational institutions in China strive to ensure the harmonious development of personality: physical, intellectual, aesthetic, understanding the importance of the "human factor".

In recent years, China has made significant progress in sports, economy, business and science. And, of course, the methods that solve all the problems of upbringing in China play an important role in this.

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After the publication of Amy Chua's famous book "The Battle Cry of the Tiger Mother" and the article "Why Chinese mothers are the best" in the famous American publication The Wall Street Journal, about the characteristics of parenting among parents the debate continues. in different cultures. For example, Amy Chua argues that Chinese parenting techniques help raise more successful children.

Stanford University researchers are also interested in this issue. They set out to shed light on what are the fundamental differences between the parenting practices of Chinese and American parents. The results of this study were published in the scientific journal Personality and Social Psychology Bulletin.

Chinese parents

To identify cultural differences in parenting, researchers compared how middle school students (Chinese and American) described their relationships with their mothers. The researchers also examined whether Chinese and American mothers encouraged their children to succeed in school.

Lead researcher Alyssa Fu explained that the study focused on maternal attitudes because in Chinese families, mothers are more involved in their children's lives. "Chinese parents encourage their children to build strong relationships with their parents. In other words, Chinese children are taught to depend on each other," the expert said.

At the same time, parents prepare European and American children for independence. Parents encourage their children to see themselves as individuals.



Moms and dads are also eager to learn about their children's thoughts and experiences. This is the main difference between Chinese education and American education.

Chinese Parental Wisdom and American Principles

Alyssa Fu and her colleagues have already conducted four studies on this topic. In the first study, students were simply asked to talk about their mothers. Chinese children often described their relationship with their mothers (for example, they said: "She pushes me to succeed"), while European and American children described their mothers as individuals and talked about their appearance. (For example, "My mother has blue eyes and she likes to read.") In a second study, students were asked to rate how they felt about their mothers and whether they felt pressured by their parents. The researchers noted that Chinese children are very dependent on their mothers. They also feel more pressure from their mothers, but they do not feel this discomfort. European and American children reported that they perceive their mothers' pressure as a negative factor. And the more pressure they feel, their mothers do not support them. European and American children can also feel that their mothers do not understand them. They also strive to protect their independence. During the third and fourth sessions, students were asked to solve a difficult problem. At the same time, Chinese children were more motivated to problem solve when they thought about their mothers, while European and American children were more motivated to think about their future.

Interestingly, Chinese schoolchildren were helped not by thinking about their mothers, but by memories of moments when mothers "pressed" their children and made them do something.

All four of these studies highlight key differences in parenting practices between different cultures ... The interdependence of Chinese mothers and their children makes it possible to use this connection for motivation in solving complex problems. European and American children, on the other hand, consider themselves independent from their mothers. Accordingly, the mother's pressure cannot be a motivating factor for them. In the European and American context, overcoming failure is not a collective, but an individual achievement. The results of scientific work **on the Chinese parenting system** are not only about the relationship between children and parents. They also explain certain dynamics in the relationship between students and teachers. "For example, the Chinese are very sensitive not only to their mothers' expectations, but also to the social hierarchy.



Therefore, the teacher's reputation plays a more important role for them than for European and American children, "explains the expert. According to scientists, both Chinese and American approaches are somewhat correct. European and American mothers, is correct in the assumption that too much maternal involvement can kill motivation, so they encourage their children to develop a sense of independence. they rightly believe that it can be a great motivator. Chinese parenting styles are known to be strict. But despite this, a really close and respectful relationship develops between parents and children. In China, father -mothers are very demanding and influence their children. Children are not allowed to argue, they have to listen to the advice given to them. Mothers and fathers have high expectations of children because they believe that they are capable of many things. Traditionally, family values, decent education and quality are the first priority here. In China, it is forbidden to have more than one child in the same family. There are exceptions: if a husband and wife are the only children of their parents, they may be allowed to have two children. But still, it is very rare to see families with two children here. Since there is only one baby in each family, all the relatives are crazy about him and call him "little emperor", they spend a lot of time with him. Grandparents help raise a child who feels like a member of a large family, learns to treat him with respect, and be responsible for him. But as soon as the baby grows up and becomes a school student, the approach to parents becomes a little stricter. In China, the upbringing of the younger generation is based on discipline. Moms and dads themselves are very organized. Being a disciplined parent means teaching, caring, supporting, controlling and loving children.

Here in families, criticizing children is not something offensive, but one of the tools that help stimulate the child's development. Chinese mothers are more concerned about their children growing up to be successful and stable, and this requires a lot of study and diligence.

In Chinese families, it is not customary to praise children in order not to arouse arrogance and laziness in them. Parents consider it their duty to prepare their children for tomorrow, to reveal all their strengths, to work in them, to form the habit of diligence and self-confidence. Success here is not explained by talent or luck, but by hard work.

The parenting style in China can be called authoritarian, but there is no coldness and separation between parents and children. Strictness in upbringing is explained by concern for the development of the younger generation. The fact is that the "Japanese method" is a myth that is interpreted in some way, for example, in Russia



and Kazakhstan. We don't know the truth because we didn't go to Japan. I am familiar with Masaru Ibuka's work "It's already late after 3" and at the end of the article I offer a video of a Japanese kindergarten. What is a king, a slave and an equal - each person has his own idea, and this idea is different in different cultures. In Japan, early development is very common (up to 3 years), they try to provide the child with maximum emotional experience, love. The Japanese understand the potential of the brain during this period. Sometimes I wonder what Japan's economic miracle could be for. Japan itself is a country with strict traditions, frameworks and rules. Even if a child is treated like a king, he will never have the freedom of an African child crawling on the ground and eating bugs until he is 5 years old. Mothers don't wear Japanese royals for days, they press them on their bare bodies. The Japanese method clearly shows us that the potential for the formation of neural connections is great and that there is an opportunity to develop it, giving the baby a safe space for exploration, and neural connections are actively formed. You can learn a lot from the Japanese and choose what is close, I suggest watching the video and looking for something that suits you. I believe that hitting with nails is not a royal job, but I let my son at the age of 5! And for the Japanese, apparently, this is a royal affair. What was to be proved, we call the same thing by different names, but in fact we are very similar!

Our perfect religion, Islam, prescribes the following in the upbringing of children.....

FROM THE BEGINNING

Parents don't threaten the child all the time, because hearing and doing ugly things seems light to him, and the effect of the words falls away from his heart. Let the father keep the greatness of talking with his child, and let him leave his child sometimes, not always. And let the mother threaten him that she will tell your father, so that he may turn him away from evil.

Do not allow him to sleep during the day, because it causes laziness. It is not forbidden to sleep at night, but do not sleep on soft beds. Then his organs will be strong, his body will not get fat and he will not need to abstain from food. Let him get used to rougher things when sleeping and wearing. Also, it is necessary to forbid the child from doing anything secretly. Because if a child hides something, he will definitely believe that it is a bad thing. If it is forbidden at this time, it will leave the bad work. During the day, sometimes, so that laziness does not prevail, it is customary to walk, move, and do physical education. He is taught not to expose his



body, not to walk fast. He does not leave his hand completely, but puts it on his chest. Their peers are discouraged from being proud of what their parents have, or what they eat or wear, or their plates and inkwells. Maybe humility and respect for everyone around you, being polite when talking to them is a habit. It is forbidden to take from the children of the rich what seems beautiful to him. Perhaps it is said that greatness is not in receiving, but in giving. Surely taking is baseness and avarice, even if the poor man's children take. Tasting and fetching are said to be mean, humiliating, and a habit of the dog. Because the dog waits for a bite and licks its tail to taste it.

Also, it is bad for children to love gold and silver, to dream of them. They are called to be more careful of gold and silver than snakes and scorpions. Because the disaster of loving gold and silver and dreaming of them is more harmful to children than the disaster of poisons. This is true even for adults.

Also, it is necessary to get used to not spitting while sitting, not blowing your nose, not yawning in front of others, not sitting with your back to someone, not sitting with one leg crossed over the other, not putting your palm under your chin, not leaning your head with your wrist. Because these are signs of laziness. He is taught how to sit, that talking too much is a sign of indecency, that it is the work of children of low class.

Also, it is forbidden for him to take an oath, whether it is true or false, so that he does not get used to swearing at a young age. The previous sentence is returned from the beginning. Just get used to answering back or speaking according to the question. He is taught to listen attentively when someone older than him speaks, to stand up for someone higher than him, to give him a place, to be shy in front of him. Saying useless and ugly words, cursing, cursing, is discouraged from joining children who always have ugly words on their tongues. Because these habits are definitely passed on from bad friends. The essence of teaching children manners is to protect them from bad friends.

And he should not raise his voice and shout when his teacher hits him. He does not ask for help from one person when he is beaten. Maybe he will be patient. It is mentioned that this situation is one of the habits of men and heroes. It is said that it is the habit of slaves and women to shout a lot.

After returning from school, he should be allowed to play in a nice way, not to the point of exhaustion. Because banning him from playing and forcing him to study constantly kills his soul, destroys his intelligence, and poisons his life. Then the child will look for a way to get rid of it completely.



Stop obeying parents, teachers, teachers of manners, people older than you, whether they are relatives or strangers, look at them with respect and bow, and play in front of them. should be taught to do. It is necessary not to allow him to leave prayer and ablution when he reaches the age of distinguishing between white and black. Ordering him to fast on certain days of Ramadan, avoiding silk clothes and gold, teaching him everything he needs from the Sharia, stealing, eating haraam, cheating, lying, obscenity and everything that seems interesting to children. one should be afraid of bad deeds. If he grows up like this, he will be able to learn the secret of these things when he approaches adulthood.

If the child grows up well, when he reaches adulthood, these words will be effective, useful, and will take a firm place in his heart, as if a pattern is fixed on a stone. If the child's upbringing is contrary to this, and if he is accustomed to playfulness, vice, indecency, gluttony of food and clothing, adornment, pride, his heart will be as far removed from accepting the truth as a wall is from the soil. . The most important thing is to pay attention to upbringing, because a child is created to be equally receptive to good and bad. Of course, his parents make him lean towards one of the two sides. The Prophet, may God's prayers and peace be upon him, said: "Each child is born by nature. His parents make him either a Jew, a Christian, or a pagan" (narrated by Imam Bukhari and Muslim).

Sahl ibn Abdullah Tustari says: "When I was three years old, I used to get up at night and watch the prayers of my uncle Muhammad ibn Sivor." One day he asked me, "Do you remember God who created you?" they said. I said, "How do I remember him?" I said. Then he said: "When you are lying on your bed, without moving your tongue, say with your heart three times: "Allah is with me, Allah is watching over me, Allah is watching over me." I said that for a few days, and then I told him about it. They said to me, "Say it again seven times every night." I said a few more days. Then I told him. They said to me: "Say it eleven times every night." I said, and then his heart fell into my heart. A year later, my uncle told me again, "Remember what I taught you and keep saying it until you enter the grave, because it will benefit you both in this world and in the hereafter." I have been saying this for several years. I also found his pleasure inside me. Then my uncle said to me one day, "O Sahl, with whomever Allah is with, who looks at him and sees him, can that person disobey Allah?" "You also avoid disobedience to God." I walked alone, they sent me to school. I said: "I am afraid that my goals (that is, striving to get closer to God) will be scattered." But they made an agreement with my teacher that I would go for an hour and return after receiving education. I went



to school and started studying the Koran. I memorized it when I was six or seven years old. I fasted every day. And my food has been barley bread for twelve years. When I was thirteen years old, a problem came out. I asked my family to send to Basra to inquire about this matter. I went to Basra and asked the scholars, but no one could answer my question. I went to a man from Basra to Ibadon. He was called Abu Hubayb Hamza ibn Abiy Abdullah al-Ibadani. I asked that person about the issue, they answered me. I stayed with them for a while, used their knowledge and learned their manners. Then I returned to Tustar. I contented myself with buying barley itself for one dirham for my meal. They used to burn it and give it as bread. I melted one ujqiya every night at dawn without salt and bread. One dirham was enough for a year. Then I went hungry for three nights in a row. Then I went hungry for five nights, then seven nights, then twenty-five nights. Twenty years have passed. Then I went on a journey to earth for several years. Then I returned to Tustar. I would stay all night as long as God willed. Ahmad said: "I didn't see that person eating salt until they met Allah."

THREE KINDS OF MOTHERS

Type 1. Kind mother.

When he receives a gift, he expresses his love for his child by saying: "My child, I got a gift for you."

Type 2. A devoted mother.

She says: "My child, I bought you a gift, but your father paid for it" and expresses both her love and her husband's love to her child.

Category 3. She is a devoted, teacher, and Muslim mother.

He said: "My child, I got a gift for you. Although your father gave you the money, but God put it in my heart. Therefore, thank God first, and then express your mercy." teaches to say thanks.

In fact, instead of the conclusion, it should be noted that caution in education, - protecting our children from destructive ideas is the guarantee of our bright future. Education should become the work and duty of the whole society. After all, a child's thinking is mainly formed through perfect upbringing, and in this sacred corner of Uzbekistan, instilling feelings of appreciation of the Motherland, nation and values into their hearts, the value of education in protecting our homeland and cultivating great geniuses is priceless!

If you kill the mind, morals also die. The nation is divided when reason and morals are dead. Justice dies the day you buy it. The day you kill justice, the state will also die.



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