



# International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

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IJIEMR Transactions, online available on 28<sup>th</sup> November 2021.

Link: <https://ijiemr.org/downloads/Volume-10/Issue-11>

**DOI: 10.48047/IJIEMR/V10/I11/38**

Title: **PEDAGOGICAL APPROACHES OF EASTERN THINKERS IN THE EDUCATIONAL PROCESS**

Volume 10, Issue 11, Pages:

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## PEDAGOGICAL APPROACHES OF EASTERN THINKERS IN THE EDUCATIONAL PROCESS

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**Abstract:** This article details the views, ideas, and methods of the great Eastern thinkers who contributed to the educational process.

**Keywords:** Avesto, Abu Nasr Forobiy, Abu Ali ibn Sino, Kaykovus, Mirzo Ulugbek

### Introduction

From time immemorial, the East has distinguished itself from the West by its unique approach to education. From the Avesto to Alisher Navoi's Hamsa, from the Orkhon-Enasay monuments to Abdulqasim Firdavsi's Shahnameh, the importance of education in the educational process and vice versa has been widely discussed. The views of thinkers have not lost their relevance today. The Avesto, the sacred book of Zoroastrianism, one of the earliest works on education in the East, is not only a collection of religious beliefs, but also a monument of artistic, high moral, philosophical and educational significance. Some of the notes and signs, names and terms in this monument show that education and upbringing developed in the regions inhabited by the peoples of present-day Movarounnahr and Khorasan, even at the time when the first buds of Zoroastrianism began to appear. The sacred book of Zoroastrianism, the Avesto, also places great emphasis on education.

"Education should be the most important pillar of life," he said. Every young person should be brought up in such a way that he or she can rise to the highest level by learning to read well and then to write well. "

Evidence from the Avesto shows that all the knowledge necessary for daily life is taught in the process of education. After the official adoption of Zoroastrianism, the belief in one God, the country became more focused on education. Royal special schools were established at the temples, and subjects such as mathematics, astronomy, medicine, history, and law began to be taught in the education system; special attention is paid to the spiritual development of young people. On the one hand, young people are taught the basics of Zoroastrianism, ie "goh", and on the other hand, they should not be late in three good deeds - "korinek" (good thought), "guftorinek" (good word), "kirdorinek" ( to always remember the good deed); taught to turn away from three evil deeds, namely, "andeshai bad" (superstitious), "guftori bad" (forgetting God, lying), and "kirdori bad" (unskilled, ignorant).

It is well known that in the Renaissance of the East, the human problem was a major issue in the field of spirituality. That is why a lot of attention is paid to education. Enlightenment treatises focus on theoretical and practical issues of ethics. Forobiy, IbnSino, YusufXosHojib, AhmadYugnakiy, Tusiy, Koshifiy, Kaykovus, Sa'diy, Jomiy, Navoiy's "Fozilodamlarshahri", "Baxtsaodatgaerishuvhaqida",

“*Ahloqhaqidarisola*”, “*Ishqrisolasi*”,  
 “*Qutadg’ubilik*”, “*AxloqiNosiriy*”,  
 “*AxloqiJaloliy*”, “*AxloqiMuxsiniy*”,  
 “*Hibbatulhaqoyiq*”, “*Qobusnoma*”,  
 “*Guliston*”, “*Bo’ston*”, “*Maxbubul-qulub*” his works on education and upbringing are important as purely enlightening works in solving the problem of shaping the human personality and spirituality. These works promote the idea that a person’s spiritual development can be achieved only on the basis of high morals and mastery of science. In his works, Forobiy (873-950) discusses the importance of education, what to pay attention to, and methods of education. “*Fozilodamlarshahri*”, “*Baxtvasaodatgaerishuvto’g’risida*”, “*Ixsoal-ulum*”, “*Ilmlarningkelibchiqishi*”, “*Aqlma’nolarito’g’risida*” his socio-educational views are reflected in his works such as Forobiy believes that the main task of education is to bring up a mature person who can meet the needs of society and serve that society. He was the first scientist to describe education. Enlightenment is the art of directing the will and desire of the pupil in the right direction, says Forobiy.

The word education means to teach a person, to give theoretical knowledge on the basis of explanation; education is the teaching of theoretical qualities, norms of behavior, and practical skills necessary to master a particular profession, the scholar said. Abu Nasr al-Farabi added: "Education is the unification of theoretical qualities between peoples and cities, and education is the unification of innate qualities and practical professional qualities among these peoples."

Describing the image of an enlightened mature man from Forobiy's knowledge, he says: Let him beware of evil deeds, let him know all the rules, let him be knowledgeable and

eloquent, let him respect the learned and the wise, let him not deprive the world of knowledge and the people of knowledge, let him have knowledge of all real material things. Isin”.

From these ideas it is clear that Forobiy paid special attention to the education of young people as perfect human beings, especially mental and moral education, he believed that knowledge, enlightenment, of course, should be decorated with good morals, otherwise without which the expected goal is not achieved, the child does not mature. "For a successful parenting process, the educator must be well-mannered," Forobiy said.

**Abu Ali Ibn Sino**(980-1037) also expressed his valuable views on child rearing and methods of upbringing. Ibn Sina, in his views on the moral upbringing of the child, also speaks about the issues of housekeeping. Raising a child is the main goal and task of the family, parents. A parent who is able to correct his or her own shortcomings can be an educator.

The most important means of moral education is to talk to the child one-on-one, without touching his senses and pride. Ibn Sino factor.

Abu Ali ibn Sina called for the attainment of knowledge which is the first criterion for attaining perfection. He stressed the need to educate children in school, and stressed the need to follow the following principles in education:

- not to be too busy with books while educating children;
- imparting knowledge through easy-to-difficult learning;
- age-appropriate exercises;
- focus on school teaching as a team;
- to take into account the wishes, interests and abilities of children in education;
- Combine training with exercise.



Ibn Sino describes the process of education and upbringing in the section "Teaching and educating a child in school" in his book "Tadbiri manzil". Educating children is the main task of the educator. Therefore, Ibn Sina, when thinking about what a teacher should be, gives the following instructions:

- be calm and serious in dealing with children;
- pay attention to how children acquire knowledge;
- use of different methods in education;
- to be interested in science;
- be able to distinguish the most important knowledge;
- to impart knowledge in accordance with the age and mental level of children;
- It is important to make sure that every word is emotional.

Ibn Sino said that the social environment that surrounds a person plays a special role in the formation of a person, and that this environment not only affects a person's knowledge of the world around him, but also influences the composition of good or bad aspects in his behavior. The need to keep it away from a bad social environment.

Ibn Sino proves the importance of physical education, both theoretically and practically, along with mental and moral education in human perfection. He emphasizes the need to take care of the child before he is born, to start raising him from infancy. In Ibn Sina's educational views, the mental, moral, aesthetic, and physical development of man is interpreted as the main criterion for his maturity.

**Kaykovus's** (11th century) *Nightmare*, written in the tradition of the East, has been an important guide in preparing peoples, including young people, for life and practice for centuries.

He plays an important role in the development of Eastern enlightenment in the formation of human perfection. He advises young people to protect themselves from three things: the evil eye, the evil hand, and the bad word. Kaykovus's "Qobusnoma" is a major educational work of the 11th century. At the same time, the types of activities related to the mental, moral, physical education that every young person should have at that time were horseback riding, sniping, swimming, military exercises, expressive reading, calligraphy, poetry writing, music. acquisition of knowledge, etc. The great merit of Kaykovus is that he linked the theoretical issues of the comprehensive development of young people with practical activities, his teachings did not lose their value in any system, and became a program of practical life.

**Muhammad Taragay Mirzo Ulugbek** (1394—1449) He is one of the great figures who made a worthy contribution to the development of pedagogical thought in Central Asia, bringing the science and culture of the peoples of Central Asia to the world stage. He placed great emphasis on the intellectual and enlightenment upbringing of the younger generation and encouraged them to acquire worldly knowledge. Only advanced science and culture believed in ensuring the perfection of human thinking.

According to the scientist, the environment in which a child is brought up plays an important role in stimulating his interest in learning. In the family, parents, especially educated parents, should pay special attention to the development of their children into real people.

In his pedagogical views, Mirzo Ulugbek pays special attention to the development of children who are physically healthy, well-versed in the military profession,

brave and courageous. According to Mirzo Ulugbek, in order for a person to be healthy and strong, he should exercise at an early age, and teachers should be fair and honest so that there is no fraud in education.

Mirzo Ulugbek's views on raising a healthy generation in a family environment are based on the fact that the environment in which a child is brought up plays an important role in increasing his interest in education, ie parents, especially educated parents - Mothers should pay special attention to the development of their children into real people.

In short, the educational process is a lively and lively process. It is formed, developed and polished over time. Each period has its own spirit, and special educational methods are chosen for that environment. But such a great material and cultural heritage of our ancestors will never lose its significance. As our great teacher Abdullah Avloni said, "Education is for us a matter of life or death, salvation or destruction, happiness or disaster."

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