

THE ISSUE OF THE CONTENT OF EDUCATION IN THE HISTORY OF THE PEOPLES OF THE EAST

Khaitov Khamza Akhmadovich
Bukhara State Pedagogical Institute
Associate Professor, f.f.f.d. (PhD)

Odilov Babir Togmurodovich
Bukhara State Pedagogical Institute
Master of the II Stage.

Abstract:

In this article, the views of the philosophers of the ancient Eastern nations on education and upbringing are analyzed scientifically and theoretically.

Keywords: Abu Rayhan Beruni, Al Khorazmi, education, training, morality, manners, didactics, philosophy, textbook, child's thinking, thinker, attitude, discussion, etc.

In the history of the development of our nation's culture, the development of pedagogical ideas, including the improvement of educational tools in terms of content and form, is of great importance, without which it is impossible to clearly imagine the cultural and educational development in the field of education. "Textbook - DTS is a state publication that is defined on the basis of educational programs, methodology and didactic requirements, the ideas of national independence are broken, the topics of a specific academic subject are fully covered, and it is aimed at perfect mastering of the basics of the relevant subject. Each type of education has its own textbooks that cover the goals and tasks, taking into account the age and other characteristics of the learners. Usually, the textbook is named after the academic subject. In addition to theoretical information, the textbook provides necessary instructions for practical experience and test exercises. Textbooks, as mentioned above, are spiritual-ideological, scientific-methodological, educational books written at a high level within the framework of a particular science, summarizing the laws and theories of that science. From this point of view, the textbooks used in general secondary schools occupy a special place in the general development of the student. Textbooks should be compiled on the basis of many years of pedagogical and psychological research, best practices and world standard examples. In particular, the language of the textbooks created for primary classes should be simple, fluent and understandable, suitable for the age and psychological characteristics of the students, and should help the growth of their speech and worldview. Each topic in the textbooks should complement the previous topic and develop from simple to complex. It serves to teach students manners and morals, nurtures in them positive qualities such as love for the Motherland, caring

for people, kindness, courtesy, hard work, humility, conscientiousness. Another important aspect of the textbook is that it serves to teach students a certain level of knowledge, skills and abilities. Every poem, parable, fairy tale, story in primary school textbooks should be interesting and aimed at one goal, that is, the formation of a well-rounded person in society. At the same time, they should ensure spiritual freshness, intellectual perfection, and moral purity in students. The importance of textbooks as an important educational tool of education is incomparable. Studying the history of its development shows that the first copies of textbooks began to be created in the second millennium BC. As a result of archeological excavations, remains of texts written on clay tablets by ancient peoples who lived in the East, especially between the Euphrates and Tigris rivers, were found. These findings served as "manual" and "textbook" in ancient times. Later, handwritten textbooks written on papyrus or parchment began to appear in other Eastern nations. They served as the main source for training in a certain field and profession. Indeed, In ancient times, textbooks were not arranged in the form of books, they were written on "handmade" writing instruments made by people on animal skins and tree barks. According to historical literature, the first textbook with a set of arithmetical problems was created by the Armenian scientist David Engilmas in the 6th century AD. A copy of this unique work is kept in the Matenadaran (a huge archive of ancient manuscripts) in Yerevan. It should be taken into account that the form, content and structural structure of textbooks gradually developed and improved as a result of the development of pedagogy and psychology. Until the 7th century, only the children of the upper classes were given education. Their main training consisted of learning skills such as using weapons, riding a horse, and shooting a bow. Along with this, students are given moral and aesthetic knowledge. They are inculcated with the etiquette of dressing, behaving, and behaving in the community. In the 7th century, after the Arabs conquered Central Asia, they began to propagate and promote their religion, writing, customs, and national traditions. The peoples of Central Asia adopted the Islamic religion and the Arabic script, writing and writing in this script became widespread. In this regard, education was given mainly through the Holy Qur'an in schools and madrasas. All historical-scientific, literary-artistic sources created in Central Asia from the 7th century to the beginning of the 20th century were written in Arabic script. The contribution of thinkers who lived and created in Central Asia to the development of science is still important today. For example, Muhammad Musa Al-Khwarazmi (783-850) laid the foundation for the creation and development of the science of algebra with his book "Al-kitab al-mukhtasar fi lis al-jabr wa al-muqabala". The words "al-jabr" and "al-muqabala" in the title of the treatise mean "to fill" and "to confront" and refer to the 2 main operations of medieval algebra, "al-jabr" is the Latin "algebra" and is the name of the new science founded by Khorezm. The algebraic treatise consists of 3 parts: 1) the algebraic part, at the end of which there is a small section - a chapter on trade transactions; 2) geometric part, about measurement; 3) the part about wills. Khorezmi called it by a special name "Book of Wills". He did not use

any symbols in the pamphlet, the main part of the text is explained using words, but geometric shapes are presented in places. This pamphlet was used as a textbook in its time. There is a scientific work of Muhammad ibn Musa Khorezmi on astronomy called "Kitab surat al-arz" ("Image of the Earth"), which is also used as a textbook in schools and madrasas. His other major work on astronomical issues is "Zij" (written in 830), covering 37 chapters, 116 tables, information about the planets, rules for measuring the longitude and latitude of geographical areas, solar and lunar eclipses. aimed at clarifying issues i. In addition, the book contains the coordinates of 2,402 geographical locations, such as cities, mountains, seas, islands, and rivers. The great astronomer, mathematician and geographer Ahmad al-Farghani (approx. 797-865) called "Kitab al-harakat as-samowiyya wa javami' ilm an-nujum" ("The Book of Celestial Movements and General Astrology"). , served as a textbook in Europe for many years. In addition, there are 7 works of al-Farghani on astronomy, all of which were used as textbooks in madrasahs. Among these are scientific works such as "Book on Making Asturlab", "Al-Farghani's Tables", "Treatise on Determining the Times of the Moon Under and Above the Earth", "On Calculation of Seven Climates". There are about 100 scientific-philosophical and pedagogical works of Abu Nasr Farabi (873-950). His views on natural sciences are described in detail in the work "Origin and Classification of Sciences". It covers the definition and importance of more than 30 sciences known in the Middle Ages. In this work, Farabi divides all sciences into 5 groups and at the same time classifies their internal divisions: 1) science of language (grammar, writing rules, poetry); 2) logic and its parts; 3) mathematics (arithmetic, geometry, optics, astronomy, music, science of gravity, mechanics); 4) natural science and metaphysics (divination, medicine, alchemy); 5) sciences about the city - political science, jurisprudence, speech (ethics, pedagogy). Based on the above, it is worth noting that Farabi tried to integrate knowledge in his works and, in turn, realized that such integration brings convenience to students. Through scientific and pedagogical works of Abu Nasr Farabi, such as "Treatise on the Ways to Happiness", "Maslag of the Virtuous City Residents", "On the Meanings of the Mind", he tried to illuminate the problems of education and the peoples of Central Asia. culture, pedagogy, made a great contribution to the experience of creating textbooks. Farabi includes arithmetic, geometry, astronomy and music in the series of educational sciences.

Highlighting the educational importance of the mentioned subjects: "These four subjects are called educational subjects, because they educate students, they make students more feminine, and so that students learn and learn the knowledge that comes after that. it shows the right way," he says. According to Alloma, the science of nature "... has a richer and wider scope than any educational science." Comparing the importance of sciences, Farabi said: "I affirm that the first science among sciences is the science of language... the second science is grammar... the third science is logic, and the fourth science is poetics." Therefore, Farabi paid special attention to the role and influence of sciences in the educational system, their

importance in the development of personality. The works he created are education for many centuries worked as a textbook in institutions. Most of them have great pedagogical value as a unique didactic resource. The works of Ibn Sina (980-1037) "Kitab al-qanun fit-tibb", "Kitab un-najat", "Kitab ul-insaf" are scientific works on geometry, astronomy, flora, fauna and logic. His work "Kitab ush-shifo" consists of 22 volumes and includes issues related to logic, physics, mathematics, and metaphysics. The work was used in the teaching of natural and mathematical sciences in madrasahs and schools. Abu Rayhan Beruni's work "Tahdid nihiyot al-amonia li tashidi disat al-masokin" ("Determining the final limits of places to check the distance between residential areas" - "Geodesy") (1075-1144) covers issues of astronomy and geography, in which the sky Analytical materials are given about the bodies and geographical aspects of the places. Also, in the scholar's scientific work "Masud's Law", some issues related to the sciences of mathematics and astronomy are reflected. In madrasahs, the recorded works of the great thinker were used as textbooks. Yusuf Khos Hajib, in his work "Kutatgu Bilig", highlighted the advantages of being literate in all aspects, put forward valuable ideas about the mental, physical and moral education of young people, and encouraged them to be kind, honest and knowledgeable. is enough. In particular, he emphasized the benefits of learning: "Learning is like a torch in a dark night. And knowledge is compared to the light radiating from that torch. It illuminates a person, gives him light," he says. Az-Zamakhshari's (1075-1144) works such as "Al-Mufassal" ("On Arabic Grammar", 1121), "Muqaddamat ul-adab" (1137) from word groups, nouns and verbs, and the content of conjunctions and aimed at explaining the essence, and they were used in the teaching of linguistics in madrasahs. His treatise "Kitab al-jibal va-l-amkina va-l-miyoh" ("The Book of Mountains, Places, and Waters") is geography, "Asos al-baloga" ("Fundamentals of Oratory") literature and history, treatise "Rabi' ul-abror wa nusul-akhyar" ("The Spring of Virtues and the Statement of the Good"), "Al-Kustos fi-l-aruz" ("Measurement in Aruz") works are related to the theory of literature, and these books have special value as textbooks. Kaikovus' work Qobusnoma (translated from Persian by Mohammad Reza Ogahi) (2nd edition completed) consists of 44 chapters, chapter 34 is called "Remembering the Science of Astrology (Stars) and Handasa (Geometry)", in this chapter the secrets of the universe, because geometric sciences were taught, it was used as a textbook in madrasahs. The place of this work in the field of pedagogy should be noted. After all, teachers and parents have been using it for centuries to educate young people. The great Uzbek poet Alisher Navoi (1441-1501) paid special attention to the field of education, he proposed teaching religious and secular sciences together in schools, and made this process his own. i took control. In his ghazals, rubai, and epics, human beauty, good manners, modesty, and kindness were glorified.

In his works, life-giving ideas aimed at ensuring the moral and intellectual education of people found their reflection, and Alisher Navoi's poetic works were used as textbooks in schools and madrasahs until the beginning of the 20th century. Even in the 15th and 16th centuries, secular

education was somewhat developed in madrasahs. During this period, in addition to Arabic, Iranian languages were also taught in schools. At that time, great importance was attached to teaching the basics of fiqh (law), the science of hadith, the Arabic language, astronomy (astronomy), and medicine. In madrasahs, the textbooks "al-Kofiya-nahv" ("Syntax") and "ash-SHofia-sarf" ("Morphology") written by Jamaluddin Abu Amr Usman ibn Umar al-Hajib (1175-1249), a major Arabic language expert, teach Arabic. considered the only guide in learning. The famous historian and orientalist V.V. Bartold in his scientific work entitled "Ulugbek and his era" informs that not only religious knowledge, but also worldly sciences, especially astronomy, are widely taught in madrasahs. Along with the development of science, Ulugbek encouraged the people to be literate. During Ulugbek's time, mathematics and astronomy were developed in schools and madrasahs, and an observatory was built. Together with the scientific evidence presented above, it should be noted that along with thinkers such as ibn Sina, Kaikovus, Yusuf Khos Hajib, Abu Raikhan Beruni, Firdawsi, Mirza Ulughbek, Alisher Navoi, Imam Ismail al-Bukhari, Mirza Babur, Sa In their works, the Shirazians have valuable thoughts about the spirituality, customs and traditions of the Turkic peoples, their views on the education of young people, glorifying the pursuit of knowledge, condemning immorality, valuing patriotism, friendship, and humanitarianism. those who stated. Their scientific works were used in schools and madrasahs to educate children, to educate the younger generation, and to expand their worldviews. These works of thinkers made a great contribution to the development of the education system of Turkestan.

References

1. Hayitov H. A. Sharq mumtoz adabiyotida ohang talqini //Мировая наука. – 2019. – №. 8. – С. 3-5.
2. Hayitov H. A. Literary influence and artistic image //Экономика и социум. – 2019. – №. 8. – С. 11-14.
3. Ahmadovich H. H., Amrullojeva S. D. XX ASR QISSACHILIGI TARAQQIYOTIDA FOLKLORNING LATIFA JANRI TA'SIRI //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – С. 302-304.
4. Ahmadovich H. H. Expression of Folklorisms in the Works of Ghafur Ghulam //European Journal of Life Safety and Stability (2660-9630). – 2022. – T. 14. – С. 101-105.
5. Ahmadovich H. H. et al. BOSHLANG 'ICH SINFLARDA O 'ZBEK QISSALARI TAHLILINING INNOVATSION USULLARI //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – С. 350-352.
6. Ahmadovich H. H. et al. O 'RXUN-YENISEY BITIKLARIDA TALIM-TARBIYA TO 'G 'RISIDAGI FIKRLARNING YORITILISHI VA ULARNING TARBIYAVIY AHAMIYATI //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – С. 349-350.

7. Ahmadovich H. H. et al. IJODIY TOPSHIRIQLAR O 'QUV MOTIVLARINI SHAKLLANTIRISHNING SAMARALI VOSITASI SIFATIDA //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – C. 293-294.
8. Ahmadovich H. H. et al. BOSHLANG 'ICH TA'LIMDA O 'ZLASHTIRISH JARAYONINING PSIXO-DIDAKTIK ASOSLARI //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – C. 332-334.
9. Ahmadovich H. H. et al. O 'QUVCHILARNING BILUV FAOLLIGINI OSHIRISHGA QARATILGAN DARSDAN TASHQARI ISHLAR VA ULARNI TASHKIL ETISH METODIKASI //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – C. 343-345.
10. Ahtamovich H. H., Shixnazarovna J. A. O 'QUVCHILAR O 'ZLASHTIRISH DARAJALARINI TASHHISLASH //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – C. 306-309.
11. Ahmadovich H. H., Aminovna A. S. BOSHLANG 'ICH SINF O 'QISH DARSLARIDA DIDAKTIK O 'YIN VA INTERFAOL USULLARDAN FOYDALANISH //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – C. 100-102.
12. Ahmadovich H. H., Amrulloevna S. D. RUNN BITIKLARI AXLOQ VA VATANPARVARLIKNING YUKSAK NAMUNASI SIFATIDA //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – C. 248-250.
13. Ahmadovich K. H., Bahriddinovna S. G. Development and practical application of acmeological technologies of student assessment diagnose //Asian Journal of Multidimensional Research. – 2022. – T. 11. – №. 6. – C. 141-145.
14. Ahmadovich K. H., Zokirovna Z. A. G. THE PROBLEM OF HUMAN EDUCATION AND MORALITY IN FOLKLORE //Gospodarka i Innowacje. – 2022. – T. 25. – C. 133-137.
15. Ahmadovich K. H., Nodirkulovna A. I. Theory of Fairy Tales in Primary Grades, The Nature of the Fairy Tale Genre //American Journal of Social and Humanitarian Research. – 2022. – T. 3. – №. 7. – C. 130-133.
16. BuxDUPI H. A. H. et al. AKMEOLOGIYA VA UNING O'QUVCHILAR O'ZLASHTIRISHINI TASHXISLASHDAGI O'RNI //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – C. 415-417.
17. Хайтов Х. Адабиётда кулгидан фойдаланиш анъанасининг асослари //Общество и инновации. – 2021. – Т. 2. – №. 3/5. – С. 49-52.
18. Хайитов Х. А. ЛЎЛИ НОМИ БИЛАН БОҒЛИҚ ЛАТИФАЛАРНИНГ ЎЗИГА ХОС ХУСУСИЯТЛАРИ //Интернаука. – 2021. – №. 17-4. – С. 51-52.
19. Nayitov H. A. QUSHLARGA IBRAT-HAZRATI XIZR! //Интернаука. – 2020. – №. 12-3. – С. 72-73.

20. Khoja o'g'li T., Ahmadovich K. H. Advanced Characteristics of the Tradition of Using Uzbek Folk Humor Art in Written Literature //American Journal of Social and Humanitarian Research. – 2022. – Т. 3. – №. 9. – С. 1-4.
21. Khaitov H., Amonova S. ЎЗБЕК ХИКОЯ ВА ҚИССАЛАРИДА КУЛГИ МАДАНИЯТИНИНГ ИЛДИЗЛАРИ //Journal of Integrated Education and Research. – 2022. – Т. 1. – №. 2. – С. 140-144.
22. Ahtamovich H. H., Shixnazarovna J. A. О 'QUVCHILAR О 'ZLASHTIRISH DARAJALARINI TASHHISLASH //PEDAGOGS jurnali. – 2022. – Т. 1. – №. 1. – С. 306-309.
23. Akhmadovich X. X. et al. ENG QADIMGI MA'RIFIY YODGORLIKLARNI O 'RGANISHNING AHAMIYATI //PEDAGOGS jurnali. – 2022. – Т. 1. – №. 1. – С. 281-285.
24. Хайитов Х. А. ҒАФУР ҒУЛОМНИНГ ХАЛҚ ЛАТИФАЛАРИДАН ФОЙДАЛАНИШ МАҲОРАТИ //Academic research in educational sciences. – 2021. – Т. 2. – №. 3. – С. 679-687.
25. Akhmadovich H. H. Khoja nasriddin afandi as people's hero //ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL. – 2021. – Т. 11. – №. 2. – С. 1562-1565.
26. Akhmadovich K. K. Symbolism of Birds in Uzbek Literature //International Journal on Integrated Education. – Т. 3. – №. 4. – С. 59-63.