

VIEWS ON EDUCATION IN THE WORKS OF CENTRAL ASIAN THINKERS OF THE IX-XII CENTURIES

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Resume: The rich scientific heritage of Central Asian thinkers has been recognized by the whole world not only for the development of science in the region, but also for the development of world civilization. In particular, the results of the works of al-Khwarizmi, Ibn Sina, Beruni, Farabi and other thinkers have served world scientists for centuries. The article reflects the issues of using this scientific heritage in the upbringing of a harmoniously developed generation.

Keywords: Science, culture, rise, Revival, social life, economic life, feudal lord, education, upbringing, enlightenment, creativity, writer, thinker, Central Asia, Central Asia, Middle East, Middle East, West, Revival, Movarounnahr, Khorasan

The stages of development of the national spirituality of the peoples of Central Asia are directly related to the process of cultural development of the peoples of this region. The cultural development of our people is a complex set of historical events spanning several millennia. These complex and multi-millennial processes of spiritual development are a solid foundation for the development of our national spirituality.

During the IX-XII centuries, Movarounnahr was known as the most scientifically and culturally developed country in the Muslim world, where Islamic philosophical and natural sciences - astronomy, mathematics - were based on a mixture of ancient traditions with Arab, Persian, and partly Indian. Special schools of hadith and Islamic law were formed here, important works on historiography were created. One of the important aspects of the spirituality of this period was that the majority of scientists, sages and poets possessed encyclopedic knowledge, and the sciences were inextricably linked. Al-Khorezmi, Abu Nasr al-Farabi, al-Khorezmi, the world famous philosopher and astrologer in the field of science and education, as well as in the field of mathematics, physics, medicine, history, language and literature, pedagogy. Such encyclopedic scholars as Fergani, Abu Raikhan Beruni, Abu Ali ibn Sina were born. They also paid close attention to ethical issues in their scientific work. The ideas put forward in them played an important role in the development of pedagogical thought in the intellectual and moral development of a person. There were also scientists who created purely pedagogical works during the Eastern Renaissance and made a name for themselves with their immortal teachings about the private and general paths of human development in education and upbringing.

The mystical teachings and currents that spread and developed in Central Asia in the 9th and 12th centuries also served to develop the spiritual life of society and played an important role in defining its uniqueness.

It is known that in Western literature of the 15th-16th centuries, which led to a sharp cultural upsurge in European countries, is called the Renaissance. However, many authors turn a blind eye to this process in the East. However, no one can deny that in the 9th-12th centuries Central Asia experienced a cultural upsurge several centuries earlier than Europe. Although he was not associated with a new political and economic process, such as bourgeois relations, as in Europe, he left an immortal mark in the history of culture and had a great influence on the emergence of the European Renaissance.

More than sixty-four percent of the country's population is young people. This means that young people have so many opportunities and potential in the fields of science, culture, arts and sports. But this potential and opportunity is not just realized. The realization of these opportunities is formed and developed in the educational process. In this regard, comprehensive reforms in the field of education are now bearing fruit. In Uzbekistan, the emphasis on the human factor has radically changed, that is, in the preparation of highly educated personnel, specialists, much attention is paid to the integration of education, the creation of

the necessary conditions and opportunities. After all, education is a product of consciousness, and our ancestors since ancient times recognized and practiced science and education as a key factor in human improvement and the development of a nation. In this regard, they have always expressed their views and opinions on the importance of consistency and consistency in education.

The rich heritage of our people embodies the skills, achievements and experience of our ancestors in all spheres of social life. At the same time, it instills in young people a sense of respect for the heritage of our ancestors, the need to rethink this heritage, enrich it in accordance with modern requirements and pass it on to future generations.

The great scientists of the East considered the upbringing of children to be the most important problem that was at the center of their attention, and expressed their views on this topic in their writings.

As we move along the path of building a free state and civil society in Uzbekistan, given that this process will take many years, it is clear that such a huge task will fall on the younger generation. That is why the head of our state pays constant attention to educating young people and creating good conditions for them to receive modern secular knowledge. Our government has passed many laws, decrees and decrees and is developing government programs to improve the standard of living of our youth, create more opportunities and benefits for their health, education and professional development.

In a word, the spiritual heritage is one of the most important factors in the upbringing of a comprehensively mature generation. At the same time, the use of the national spiritual heritage in the upbringing of a harmoniously developed young generation does not lose its significance, but its use in the educational process is growing. Such ideas play an important role in the spiritual development of the youth of independent Uzbekistan.

President of the Republic of Uzbekistan Shavkat Mirziyoyev in his message to the Oliy Majlis recalled: "Since we have set ourselves the great goal of building the foundations of the Third Renaissance in our country, we must create an environment and conditions that will train new Khorezmians, Beruni, Ibn Sina, Ulugbekov, Navoi and Baburov ". At the same time, the development of education, a healthy lifestyle, the development of science and innovation should be the main pillars of our national idea.

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