



The Spiritual Roots Of Eastern Pedagogy; On The Example Of The Works Of Saadi Shirazi

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Abstract

This article presents a scientific and theoretical analysis of the spiritual roots of Eastern pedagogy using the works of Saadi Shirazi as an example.

Keywords

Central Asia, cultural and educational traditions, Ghazali, Keykovus, Sheikh Sa'di, Nizamulmulk, Jami, Alisher Navoi, generations, cultural sources, etc.

Introduction

On the basis of the perception and enrichment of the cultural and educational traditions of Central Asia, unique traditions of human upbringing and education are formed. In conditions of radical changes in ideological theories, social views and, in general, ideals and human existence, education and upbringing perform a stabilizing function, helping a person adapt to new living conditions.

In fateful periods of radical historical changes, the need arises to ensure the continuity of cultural and educational traditions while preserving the existing value system and the identity of the people. The necessity of the topic we are going to interpret arises from this logic.

In such situations, tradition plays a decisive role in the process of educating and raising a new generation.

From the specific features of the education system and the experience of the history of pedagogy, it follows that human life is a link in a single chain of generations. That is, a person lives in a space of socio-cultural traditions, which significantly affects the formation of his character, behavior, aspirations, values, and interests.

In the work of some great thinkers who lived and created in different periods of history and devoted their creative activities to the education of society, one can also observe the desire to influence the rulers of their time with education and advice. If, on the one hand, this indicates the need for guidance and education of the rulers, on the other hand, it is a direct confirmation of the high status and influence of scholars and thinkers of that time. Such great figures include, for example, Ghazali, Keykovus, Sheikh Sa'di, Nizamulmulk, Jami, Alisher Navoi, Ahmad Donish and other thinkers of various periods, whose advice and instructions to kings and rulers played a major role in the development and rise of the culture of each nation. It is possible to identify the historical, political, socio-economic and cultural sources of the formation and development of Sa'di Shirazi's pedagogical ideas and trace its influence on the process of education and upbringing, and on the development of the pedagogical thought of the peoples of the East in the 11th century.

The need to deeply and comprehensively study great and famous personalities - philosophers and teachers, to study their work and creativity is of great importance in restoring the customs



and traditions of our ancestors, in understanding the identity and self-awareness of modern people, in creating and educating a perfect person, in improving knowledge and culture, in moral abilities.

The younger generation needs a mentor and teacher to improve their lives, acquire specialized and professional skills, and gain knowledge and understanding. This practice of educating and conveying moral values by parents to their children, teachers to students, adults to children, specialists in various fields to students, as well as the initial actions and phrases taught to children by the teacher, is included in the presentation "Preparation and Development". In creating and improving this movement, in order to educate and acquire knowledge in any corner of the earth and in society itself, among every nation, and to improve human behavior and morality, Abuabdullah Muhammad Umar Razi, who was famous under such names as "Fakhruddin Razi", "Imam "Fakhr Razim", The process of improving the upbringing and education of the younger generation in a modern society, where the need to form and develop high moral qualities of a person in the process of educational work on the basis of use is of great importance. The subject of the study was the social and religious sources of the formation of the pedagogical views of Sa'di Shirazi.

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A comprehensive study and analysis of the creative heritage of the great Eastern thinkers and their pedagogical ideas, including the creative heritage of the famous Tajik-Persian scientist and teacher Sa'di Shirazi, allows us to take into account spiritual and moral positions in the context of the pedagogical and educational works he created, which have a positive impact on the process of education and upbringing, as well as on increasing the level of the educational process.

The pedagogical heritage of Saadi Shirazi and his enlightening ideas about upbringing and education reflect the general state of culture and enlightenment of the era in which the famous scientist and teacher lived and worked, as well as the theoretical and practical aspects of a humanistic approach to the upbringing of a perfect person based on the experience of classical folk pedagogy, social, Tajik philosophy, and achievements of socio-pedagogical thought.

Saadi Shirazi contrasts Sufis with scientists, emphasizing the moral contradiction between these two categories of people. Although Sufis consider themselves pious, distant from the "vanity of the world", they think only of themselves. They are of no use to society, they are of no use to people, all their ideas consist of appearances, which means that their piety is false. Scientists, according to Saadi Shirazi, are real people. There is nothing extravagant about them, they try to bring as much benefit to society as possible, to help people, those who are in trouble. Scientists consider their task to be the dissemination of knowledge among the people.

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