

## Using the Heritage of Eastern Thinkers in Preparing Future Teachers for Interpersonal Relations

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**Annotation:** the article presents the heritage of Eastern thinkers, its scientific significance today, the problem of preparing future teachers for interpersonal relations through the heritage of Eastern thinkers, based on national traditions, culture, values, increasing the prestige of the teaching profession, developing interest in the teaching profession, talks about the actual the importance of developing interpersonal relationships among future teachers in accordance with the requirements of the new era, pedagogical forms and models.

**Keywords:** Eastern thinkers, interpersonal relations, heritage of thinkers, national tradition, culture, value, forms of education, life skills.

### INTRODUCTION

Pedagogical principles, instructions, advice and recommendations, requirements and recommendations of Eastern thinkers are relevant and in demand today. Thus, the following pedagogical views of the great thinkers of the medieval East are taken as the basis for the training of teaching staff in the system of higher pedagogical school:

Al-Beruni expressed the following opinion about the teacher-student relationship in the educational process, providing them with quality knowledge, "... arming students with scientific factors, experience and observation, repetition and communication, teaching explains the need to attach importance to friendly relations in learning, to observe the principles of pedagogical orientation (from close to far, from unknown to little known) during the lesson...[1].

### DISCUSSION

In his writings, Ibn Sina expressed his thoughts on the upbringing of a perfect person, "... the use of individual opportunities, his desire for excellence, life principles: to live not only for oneself, but also for others; creative approach to their work; must be of high moral character. At the same time, the requirements for the teacher are as follows: to know the nature of the child, his soul, individuality, to see him as a person, to believe in his capabilities and to reveal them; moderation, delicacy and harshness in relations with the student; humanism and faith in the education of a full-fledged personality, and the main subject of education is morality. In teaching and upbringing, it is appropriate to use such techniques and techniques as conversation, advice, example, analysis, synthesis, generalization ... "[2] - he writes. At the same time, when organizing the general educational process, the student should not immediately deal with the textbook; - go from easy to heavy; pay attention to team learning; - wrote down his opinion on taking into account children's inclinations, interests, abilities, etc. in education.

Al-Khwarizmi, one of the great scientists, wrote about the sufficient potential of the teacher in providing knowledge to the student and meeting his learning requirements, with the main focus being: "... students' independence and creative activity; observes factors and phenomena, their description and consistent explanation, etc., etc., emphasizes that it should be focused on ... [3].

The pedagogical ideas of al-Farabi, a thinker-encyclopedist of the East, constitute the main content of his views on education, training and improvement of the active role of the individual in solving social problems. Therefore, Farabi can be considered one of the founders of the advanced pedagogical thought of the medieval Muslim East. Thus, he divided philosophy into two parts - a theoretical and social structure, covering physics, metaphysics, knowledge, logic, etc., a practical part, covering the problems of the state, ethics, it deals with issues related to human behavior, upbringing and education. It follows from this that some issues of didactics, psychological problems of upbringing and education are given to theoretical philosophy - to the department of human cognition and his cognitive abilities. Pedagogical ideas - ideas about education are widely covered in his practical philosophy. He attached great importance to the formation of a person and his personality, especially spiritual and moral education. He singled out various character traits and moral qualities - courage, courage, friendliness, generosity, intelligence, honesty, etc., and considered them the result of personal education and self-education. According to him, education and upbringing can be carried out in the family, in a virtuous society with the help of a teacher and a leader. His views on education are set forth in the treatises "Fazil Shahar", "Fundamentals of Wisdom", "Introduction to Logic".

Al-Farabi - comprehensive development and improvement of the individual; to cultivate moral standards of behavior, positive and noble traits and qualities; the formation of spiritual needs that determine the main characteristics of a person's character, his intellectual development. Requirements for a teacher: phenomenal memory, logic, keen observation, love of knowledge, vivid speech, justice and kindness. Pedagogical methods: persuasion, proof, discussion, dialectical-logical, visualization, etc.

Farabi considers man the most perfect and mature completion of world development. Accordingly, he says in his works that it is necessary to educate a person. He notes that the questions of the expected goal → (outcome) from teaching methods take the main place. His instructions are very close to the structural structure of the modern technology of education and upbringing:

1. Educational goal → social need
2. Educational content → educational process
3. Outcome → education recipient and education provider.

## RESULTS

In the works of Abu Rayhan Beruni, important methodological foundations of education are shown in the following:

- do not tire students in the lesson (development of motivational and personality-developing situations that determine the structural structure of students' learning activities;)
- integrity and consistency in teaching (unity and integrity of the educational, educational and personality-developing tasks of the lesson);
- an interesting presentation of a new topic, mainly through a visual presentation (choice of teaching methods, determining how to use learning tools)
- compliance of the exercises with the children's age (to ensure the consistency of improving the level of skill of students from a certain level to a higher level)
- increasing the complexity of each educational process from simple to complex (selection of technological teaching aids in accordance with the age of the student)
- prevent forced tension in the child's education (non-forced use of ped-technologies)

In the works of the great poet-thinker Alisher Navoi, the requirements for a teacher in the qualitative organization of the educational process are: respect for the student - the highest and most valuable gift of nature (humanity); love for children, excellent knowledge of their business, the ability to apply the acquired knowledge; attention to moral and labor education; education of positive qualities in students; emphasized the importance of building on enlightenment.

In the works of Omar Khayyam, there are such thoughts about the teacher: "... the teacher must first of all deeply absorb knowledge, acquire it independently, form himself, possess a number of positive qualities, be disciplined and strong-willed. be able to achieve the goal, be able to use different techniques: repetition (actions, operations) in the learning process, where the main factor is understanding, comprehension and thinking...[4]

Burhoniddin Zarnuji in his treatise "Education and Ways of Education of a Student" stated that as the main conditions for teaching science and vocational training, the student must have a serious desire, determination and bread, then he writes that a good teacher also needs enough time. Education - systematic and consistent in education; awareness of the educational activities of the teacher and students; is able to analyze the process, synthesize, generalize the results; independent thinking; argues that principles such as self-discipline and skill acquisition are criteria for the acquisition of knowledge.

In conclusion, it should be said that the establishment of interpersonal relations between a teacher and a student in the educational processes of the Middle Ages was studied on the basis of special areas.

In this case, first of all, attention should be paid to the education of the soul and faith. Instead of emphasis on aristocratic worldly rational scientific knowledge, emphasis is placed on the salvation of the soul and its moral formation, on goodness and wisdom, connecting reason, will and faith.

Medieval pedagogical traditions show that in the upbringing, education and establishment of interpersonal relationships, placing a person at the center of the world, separating him from the world and opposing his personal essence to the whole world, positive results are always not achieved.

The pedagogy of the Middle Ages was a synthesis of the rational heritage of antiquity and the style of religious thinking. The experience of the medieval school and pedagogy formed the basis of all modern European pedagogical systems, formed an integral layer of culture and became a unique basis for establishing interpersonal relationships in the modern world.

The study of aristocratic sciences was carried out on the basis of the selection of material, which recognized the importance of the world created by God, the methods of mastering it, and theological sciences are presented for understanding the incomprehensible - faith in God, which became the basis of the spiritual and moral development of mankind.

## CONCLUSION

In conclusion, it should be said that one of the important principles that serve to improve the quality of education is the appeal to history, customs and traditions, in particular, to the pedagogical heritage of the thinkers of the East, and its effective use. Based on the scientific heritage of our scientists, the formation of interpersonal skills among future teachers is one of the important conditions for the modern educational process.

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