

Educational Issues in the Views of Eastern Thinkers

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Abstract. This thesis examines the thinkers of the East and their rich scientific and educational heritage. The thesis provides a brief overview of the modesty of some scientists and their activities.

Keywords: East, scientists, Mirzo Ulugbek, Rumi, education.

A retrospective approach to the work of thinkers who lived in the East in the 13th-15th centuries has two aspects. On the one hand, when restoring their true appearance, it is necessary to take into account the specific political, social, spiritual, and economic features of the period in which the thinkers lived. On the other hand, it is necessary to separately analyze the main determinants of the creativity of thinkers, that is, some spiritual phenomena associated with Islamic culture, which make up the greatness and significance of their creativity today. Each nation has its own history, culture, traditions and customs that form fiction, philosophy, theology and other areas of spiritual activity. These territories, in turn, to some extent reflect the socio-historical conditions that created them.

In the work of each thinker, the period in which he lived, the imaginary environment, and the features of vernacular are expressed. Therefore, it is impossible to imagine Rudaki without the conditions and features of Movarounnahr in the 10th century, Nizami without the life of Iraq in the 13th century, Khusrav Dehlavi without the history of India in the 13th-15th centuries, and other Eastern thinkers in the socio-cultural context of their time.

One of the great mathematicians and astronomers who became famous in Movarounnahr at the beginning of the 15th century was Kazizada Rumi. The full name of the scientist is Salahuddin Musa ibn Muhammad ibn Mahmud Kazizadeh Rumi, a great astronomer. He taught Temur Ulugbek astronomy and mathematics for several years and instilled in him a deep and inexhaustible love for these sciences. Mirzo Ulugbek later in his world-famous work "Ziji jadidi Koragoniy" gratefully mentions Kazizod Rumi and honors him as "my teacher" [2]. As Mirzo Ulugbek himself noted, his teacher is Kazizoda Rumi. Ulugbek founded a madrasah in Samarkand in 1417-1420 and appointed Kazizod as the chairman of this scientific institution. The main emphasis in the education of the modern generation is on tolerance. The problem of tolerance, of course, is not only a problem of today. We also know from history that the problem of fanaticism has caused great suffering to mankind. In addition, today it is shown that religious, racial, national and regional wars are the biggest cause of many negative consequences, in particular the scourge of hunger, illiteracy and poverty. We see that Mawlana Rumi criticized the aforementioned shortcomings many times in his writings.

Abdurahmon Jami is one of the intelligent people who was highly valued by the great scientist Kazizoda Rumi, the mentor of Mirzo Ulugbek. At the age of eleven, Jami moved to Herat with his parents. He continued his education in Herat: first in the Nizami Madrasah, then in the Dilkash Madrasah, where he studied Arabic, logic, poetic theory, oratory, theology, philosophy and other sciences known at that time. Famous scientists of that time, such as Mawlana Junaid Usuli and Khoja Alouddin, studied in Samarkand. The history of Khorasan and Movarounnahr in the 15th century is very complex and full of contradictions and contradictions. After the death of Amir Temur, his powerful state collapsed, and its central part, consisting of Central Asia, Afghanistan and Iran, was divided into two independent states of the Temurids. These are Khorasan with its capital in Herat and Movarounnahr with its capital in Samarkand. During the reign of the Khorasan rulers Shahrukh, Hussein Baykaro and the ruler of Movarounnahr Mirzo Ulugbek, science and culture achieved great success. Especially during this period, the services of the Ulugbek

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Academy, which enriched Central Asian science with very valuable information and works, glorified it throughout the world. Such well-known scientists as Jamshid Kashi, Nizamiddin Kashi, Kazizoda Rumi, Mirzo Ulugbek, Ali Kushchi were involved in it. These scientists knew that their main task was to analyze the facts collected from Ptolemy to Nosiriddin Tusi and draw scientific conclusions. In 1417-1420, Ulugbek built a madrasah in Samarkand, which became the first architectural ensemble in the Registan. Ulugbek invites many astronomers and mathematicians of the Islamic world to this madrasah. Two other madrasahs were built in Gijduvan and Bukhara. The madrasahs built by Ulugbek served as universities. On the roof of the madrasah built by Ulugbek in Bukhara, the inscription "The pursuit of knowledge is obligatory for every Muslim" has been preserved.

One of the talented scientists of Ulugbek's astronomical school is Alauddin ibn Muhammad Ali al-Kushchi, a student and son of Ulugbek. Ali Kushchi was originally from Samarkand and a few years after Ulugbek's death he lived first in Azerbaijan and then in Turkey. During Ulugbek's tenure, he was Ulugbek's ambassador to Turkey for several years.

Ali Kushi's visits to the cultural centers of Central Asia, the Caucasus and Turkey, as well as his conversations with prominent scientists, played an important role in his development as a scientist.

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