

The Essence of the Teacher-Disciple Tradition Today

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Abstract: Moral and universal values play an important role in the socialization of young people in this rapidly developing period. With the development of society, the attitude of generations to the problems of morality acquires special significance. "Just as each period has its own ideals in matters of ethics it is a natural process that some criteria influence the worldview and goals of people based on changes in people's lifestyle, attitude towards themselves and society." Therefore, moral values are expressed by the essence of the national mentality in connection with the norms of humanism of a particular nation. This article talks about the expression of the teacher-student tradition in the work of Alisher Navoi.

Keywords: Alisher Navoi, teacher-student, value, national identity, process, moral.

Introduction

Today, the need to accelerate the comprehensive formation of young specialists has become a requirement of the times, focusing on improving their professional activity. The forms of conveying the accumulated experience to the minds of young people in the context of changing historical conditions are also changing. Understanding the master-disciple tradition is important in understanding its contemporary essence. This tradition focuses on spiritual and intellectual growth and emphasizes the changing relationship between a learned master and a devoted disciple. There are laws in life that are not written, but if not followed, they lead to ugly consequences. One of them is the relationship between a teacher and a student. Among the people, the manners, values, and conditions of communication between a teacher and a student have been living, perfecting, and developing in the form of such unwritten laws for millions of years.

There is no profession that has not been perfected by a teacher. The bond between a teacher and a student is very delicate, and if there is a slight hesitation, it can be severed, and even when it is reconnected, it can remain a knot. To prevent this from happening, first of all, the student must have infinite love for the teacher, trust him, understand his every word and action, and obey him. It is also customary for the student to please his teacher and receive his blessing before completing what he has learned from his teacher and starting independent work.

Methodology

As the world progresses, the essence of the teacher-disciple tradition remains relevant. It embodies the timeless values of mentoring, guidance and imparting wisdom that meet contemporary needs for personal and professional development.

Today, the mentor-disciple tradition continues to inspire and empower individuals across disciplines. Its essence is to create a nurturing environment for learning, growing and preserving deep wisdom and ancient teachings.

The master-disciple tradition has evolved significantly to incorporate modern values and practices. The dynamic nature of the relationship reflects the transition to mutual respect and cooperation.

In today's context, the mentor-student relationship emphasizes individual growth and empowerment. This contemporary approach encourages students to question, learn and actively contribute to the tradition.

As the master-disciple tradition continues to develop, the focus is on adapting ancient wisdom to the present generation. The relationship is characterized by flexibility, open communication, and a shared commitment to personal and spiritual growth. The modern essence of the master-disciple tradition includes enriched relationships between master and disciple, emphasizing mutual respect and open communication. Key principles in the modern mentor-apprentice tradition include guiding, empowering, and accommodating individual learning styles to foster dynamic and personalized learning experiences.

This tradition also prioritizes ethical behavior to foster a strong sense of responsibility and integrity in teachers and students, and to provide a stable and effective learning environment.

Results and discussion

The tradition of master-disciple evolved with the advent of modern technology. It widened the scope and scope of education by providing access to education beyond physical barriers. Mentoring is a direction in the comprehensive education of young people. However, this tradition is expressed as a continuation of the educational and educational impact of social institutions engaged in the education of young people in various contexts, such as family and school.

Therefore, in the activities of mentoring and discipleship, cooperation is carried out with the activities of communities such as family and school, and the influence of each other is strengthened. The experience of social life confirms that the future socio-political activity of humanity is carried out on the basis of passing on education and upbringing from generation to generation. Such high-level confirmations indicate the need to highly evaluate the activities of mentoring. The work of mentors is to establish time indicators in students for implementation on a state-wide scale. In this process, the instructions of the mentor play a key role in solving the issue of how to distribute time. The ability to teach students how to use the goals, tasks, and tools in any time allocation and to involve them in acquiring knowledge, skills, and competencies in their free time in a meaningful way makes the figure of a teacher even more prestigious. It is also important to emphasize that if attention is paid only to the material and economic aspects of the tradition of mentorship and discipleship, this activity will not have any educational value.

The teacher's will, patience, striving for their goal, ability to achieve that goal, emotional control, mood management, the ability to take responsibility, the ability to create a positive state within themselves, and other abilities are to be instilled in the students and serve as a model for them. With a sense of responsibility, the improvement of the teacher-student traditions is aimed at. Special attention is given to the development of organizational, communicative, cognitive, and understanding abilities that need to be formed and developed in young teachers.

Conclusion

In turn, while developing teacher-student traditions, the teacher helps their students grow into intellectually capable young educators through information that is goal-oriented and touches every individual's life. By focusing on how students receive information through the teacher-student relationship, the importance of information about the student's personality is emphasized, creating an opportunity to study the spirit of direct interaction in various circumstances and forms. Through the knowledge gained from their teachers, students not only learn to identify the free and most influential external traits exhibited in the behavior of a person but also work on improving their own knowledge. When interacting with their students, teachers pay close attention to very small details, which might seem insignificant to an outsider but are considered essential internal processes that are important for understanding what is happening to the students, according to the teacher's perspective.

This allows teachers to better understand their students and find things that cannot be detected through other methods beneath the external layer. The direct interaction with their students enables the teacher to identify the causes of events and processes when studying the development of certain occurrences within the team or individual students. Observing the structure, emergence, and development of these events and processes, as well as predicting whether these events and processes are improving in the right direction, is considered a skill of the teacher.

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