

The Role of the Scientific Heritage of Eastern Thinkers in Preparing Future Teachers for Interpersonal Relations

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Abstract:

This article highlights the role of the scientific heritage of Eastern thinkers in preparing future teachers for interpersonal relationships.

Keywords: historical and cultural heritage, interpersonal relations, internationalization of education, heritage of ancestors, self-development, upbringing of the younger generation, teacher-student relationship.

Introduction

In the education system of the developed countries of the world, the USA, England, France, Germany, Japan, Korea, Singapore, priority is given to preparing young people for interpersonal relationships through historical and cultural heritage. Each nation, based on its national mentality, tries to pass on from generation to generation the experience of interacting with each other, communication, paying special attention to speech etiquette, observing the rules of etiquette. Of great importance in this is the educational process. In this sense, the use of effective strategies for preparing future teachers for interpersonal relationships, using the centuries-old experience of each nation, is of particular relevance in developed countries.

Discussion

In the development of world science and culture, interest in the study of the scientific, pedagogical, cultural and spiritual heritage created by Eastern thinkers is developing on a large scale. There are pedagogical views of Eastern thinkers that concern all peoples, and these views have become the property of all mankind. That is why this scientific heritage is of great interest to scientists from all developed countries of the world and is being scientifically studied. This area is occupied by the research work of scientists from Great Britain, the USA, Japan, Germany, Russia and India. It can be seen that the rich pedagogical heritage created by Eastern thinkers is included in the library fund of foreign countries such as Germany, Russia, Great Britain, France, Spain, Egypt, India, Iran, Turkey, etc. Opportunities to use when preparing students for interpersonal relationships. The development of interpersonal skills, important for quality education in ensuring the internationalization of education and the democratic welfare of public policy, is considered one of the main factors in addressing the issue of teaching students autonomy and social responsibility from primary school. Please note that the effective use of the tools of the heritage of Eastern thinkers is important as one of the main principles in the development of interpersonal skills in future primary school teachers.

If the content of object-objective activity focused on interpersonal relations in the educational process is enriched by the heritage of our ancestors, then the social development of this young

generation will create such potential opportunities. The development of social responsibility, self-development as a person, the ability to enter into social relations in the minds of the younger generation is directly related to the existing conditions and the quality of the content of education.

In the scientific heritage of Eastern thinkers, much attention is paid to manners, culture, communication, and the behavior of teachers and mentors in the educational process. Thinkers have been trying to solve this problem for centuries, because the upbringing of the younger generation determines the future fate of mankind, and therefore it is important to equip it with positive qualities. The development of strategies for preparing future teachers for interpersonal relationships through the heritage of Eastern thinkers is one of the urgent pedagogical problems awaiting solution.

As the President of the Republic of Uzbekistan Sh. Mirziyoyev stated, in order to solve this problem, it is necessary to spend two renaissance periods, known as the “Golden Age of Islamic Culture” and “Revival of the Timurids”, with their rich scientific heritage and pedagogical training - using the invaluable heritage of Eastern relations “Master of student”, which is reflected in the works of Eastern thinkers who have made a great contribution to the development of education, interpersonal skills that ensure the effectiveness of education and positively affect the quality of pedagogical processes, is recognized in world science, is a proven and recognized historical fact¹.

At the same time, interpersonal relations are the basis for establishing and maintaining social relations in society, which, in turn, contribute to a certain extent to the well-being and activity of individuals and communities, which is manifested in the following:

First, interpersonal relationships facilitate the exchange of information, ideas, and feelings, allowing people to understand each other and communicate effectively. As a result, the necessary cooperation in the team develops to achieve common goals and joint problem solving;

second, interpersonal relationships provide emotional support to people, giving them a sense of belonging and a source of identity. As a result, social relationships based on positive relationships with family, friends, peers increase the overall well-being of a person;

thirdly, interpersonal relationships - strong relationships between individuals and groups that help maintain public order and prevent deviant behavior, increase a sense of social responsibility in society. As a result, it encourages each person to adapt to the norms and values of society.

Interpersonal communication, which forms the basis of the educational process, is a dynamic form of knowledge acquisition through which thoughts, actions and feelings are manifested. Interpersonal communication is understood as a process of mutual cooperation that takes place in the classroom as a microsocial context aimed at conveying meaning, fulfilling educational tasks and establishing relationships between students and their teachers.²

Based on the foregoing, it should be noted that in all aspects of human activity, interpersonal relationships are crucial in promoting social cohesion, individual growth, and ensuring the development of society.

¹O‘zbekiston Prezidenti Shavkat Mirziyoyev «Yangi O‘zbekiston» gazetasiga bergan intervyusida Uchinchi Renessans va Yangi O‘zbekiston konsepsiyalari nimani anglatishi haqida so‘zlab berdi.2021-yil, 17-avgust

² Akanksha Agnioxtri, Dehli.2022-yil 23-dekabr 13:07 IST

Table 1. The balance of the legacy of Eastern thinkers and foreign experience in the formation of interpersonal skills among participants in the educational process

Requirements for modern pedagogical processes	Legacy of Eastern thinkers	Foreign experience
<ul style="list-style-type: none"> - development of personal development situations that determine the structural structure of students' learning activities; - to ensure the unity and integrity of the educational, educational and personality-developing tasks of the lesson; - choice of teaching methods, determination of the method of using teaching aids; - to ensure the consistency of improving the skills of students from a certain level to a higher level; - selection of technological teaching aids in accordance with the age of the student; - do not forcefully use pedagogical technologies; - such as achieving the formation of need-based competencies in students 	<ul style="list-style-type: none"> - teacher-student etiquette; - parenting; -the culture of communication of the teacher; - do not tire students in the classroom; - integrity and consistency in education; -an interesting, mostly illustrative presentation of a new topic; -compliance of the performed exercises with children's age; - gradual complication of the educational process from simple to complex; -persuasion, proof, argumentation, dialectical-logical, eloquence, etc. - not to allow coercion in the education of the child; - memory of the teacher, logic, observation, clear speech, justice and kindness 	<ul style="list-style-type: none"> - activity of the teacher as a trainer, facilitator, tutor, moderator; - designing the educational process; - subject-subject relations in education; - needs-based education; - personality-oriented, project, joint, developing educational technologies, - friendly relations between teacher and student, - search and application of new knowledge, connection of learning with practice; -educational trainings, interactive methods, reflective exercises, competency-based and competency-based approaches; - media education, use of Internet resources; - healthy environment, healthy competition, international evaluation programs

Based on the requirements for modern pedagogical processes listed in Table. 1, future teachers should be able to show respect for the opinion of students; the ability to choose communicative maneuvers that affect their opinion (persuasion, correction, opposition of opinions); knows how to choose forms of communication aimed at respecting the rights and feelings of students and establishing relationships (supportive, constructive, encouraging); is able to establish communication with colleagues in order to improve the quality of the educational process and meet the educational needs of students; ability to cooperate with students; participation in various pedagogical communities in the global network; adhere to ethical standards in behavior, in communication with students, in decision-making and resource management; competence is needed to enter into interpersonal relationships, for example, the ability to protect national values, individual freedom and responsibility, social justice.

Results

Studying the works of our ancestors, we become witnesses to the fact that the requirements and principles set forth in their pedagogical teachings for the educational process still serve as a program to improve the quality of education (see table 2).

Table 2. In the process of education and upbringing of Eastern thinkers perspectives on interpersonal relationships

Abu Nasr Farabi	Education - in solving the social problems of a person, developing and improving him in all respects, educating him in moral standards, positive and noble traits and qualities; declaring that it will provide for his spiritual needs, which determine his intellectual development, and the requirements for a teacher: phenomenal memory, logic, keen observation, love of knowledge, clarity of speech, justice and kindness. Emphasis is placed on the use of pedagogical methods: persuasion, evidence, controversy, dialectical-logical, visualization, etc.
Abu Ali ibn Sina	Use of individual opportunities, his striving for excellence, life principles: to live not only for himself, but also for others; creative approach to their work; must be of high moral character. Requirements for the teacher: to know the nature of the child, his soul, individuality, to see him as a person, to believe in his abilities and to reveal them; moderation, delicacy and sharpness in relations with the student; humanism and faith in the education of a full-fledged personality, and the main subject of education is morality. He emphasizes the expediency of using in education and training such techniques and techniques as conversation, advice, example, analysis, synthesis, generalization.
Abu Rayhan Beruni	It describes the importance of equipping students with scientific factors, experience and observation, repetition and reporting, the need to attach importance to friendships in learning and follow the principles of pedagogical orientation (from close to far, from unknown to less known) during the lesson.
Muhammad ibn Musa al-Khwarizmi	Speaking about the sufficient potential of the teacher in providing knowledge to the student and meeting his learning requirements, the main attention is paid to: independence and creative activity of students; emphasizes the need to focus on the observation of factors and events, their description and consistent explanation.
Saadi Shirazi	Recognizing the importance of interpersonal relationships in the educational process, the active participation of a person in the formation of knowledge; taking into account natural inclinations as necessary conditions for the development of abilities; systematic and accessible knowledge, their practical application, connection of knowledge with life; development of mental abilities; on such principles as the leading role of labor education.
Omar Khayyam	First of all, the teacher must deeply absorb knowledge, acquire it independently, develop himself, possess a number of positive qualities, be disciplined and strong-willed, achieve his goal, use various techniques in the learning process: repetition (movements, operations) claims that understanding, perception and thinking are key factors.
Burhoniddin Zarnuji	He writes that as the main conditions for learning science and profession, the student must have a serious desire, determination and bread, and then a good teacher and enough time. Education - systematic and consistent in education; awareness of the teacher and students about educational activities; is able to analyze the process, synthesize, generalize the results; independent thinking; argues that principles such as the acquisition of skills such as self-discipline are criteria for the acquisition of knowledge.
Ghazali	The emergence of moral qualities in a person is formed through self-education and imitation of wise teachers. The role of self-education increases as the intellect is formed and strengthened. Self-discipline begins with self-observation and self-knowledge. Corporal punishment may be used if necessary, but should not be indulged. In order not to humiliate the child in front of others, it is necessary to punish him alone. However, he emphasizes the benefits of self-

	confidence, being careful not to bore the student with advice.
Tusi	He says that knowledge is a medicine that a person uses throughout his life, and in order to get such a medicine, it is necessary to clearly understand the purpose and method of obtaining knowledge.
Alisher Navoi	Requirements for the teacher in the qualitative organization of the educational process: 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.

Conclusion

Based on the data in table. 2, the harmony of the strategic program and plan for preparing future teachers for interpersonal relationships through the heritage of Eastern thinkers and the strong connection of solutions at different levels in the implementation of reforms to improve the quality of education in higher education institutions to a higher level in our country, and the rich development of the use of heritage Eastern thinkers is defined as one of the basic principles.

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