

## **Creating an Effective Methodology for Preparing Students for Family Life Through the Scientific and Spiritual Heritage of Eastern Scholars**

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**Abstract.** *This article provides insights into the use of the heritage of Eastern scholars in preparing students for family life, ensuring the development of their personal and professional qualities. It discusses the continuous improvement of utilizing the legacy of Eastern scholars in the process of studying general pedagogy.*

**Key words:** *Eastern scholars, national tradition, culture, values, great figures, spiritual heritage, societal stability, moral virtues.*

### **Introduction**

To ensure active integration into global education standards, efforts are being made to enhance the quality of education and promote innovative development in educational institutions, including family education. One of the fundamental principles in this process is the creative utilization of the rich heritage of Eastern scholars. This approach plays a crucial role in effectively organizing higher education processes and serves as a foundation for nurturing talented and active youth.

The process of improving methodologies for preparing students for family life through the scientific and spiritual heritage of Eastern scholars is based on national traditions, culture, and values. Strengthening the prestige of family values and preparing students for family life have been identified as key priorities of both the state and the education system.

### **Literature Review**

Preparing students for family life is a crucial issue for ensuring both future family happiness and societal stability. Many scholars have contributed valuable ideas through their research on this topic. These ideas focus on developing students' understanding of family life, shaping their skills in resolving family-related issues, and guiding them toward building a happy and stable family.

Ibn Sina's educational views allocate significant importance to family and parental upbringing. He emphasized that an individual first reaches maturity within the family. The scholar paid great attention to the duties and responsibilities of parents, highlighting the importance of labor and craftsmanship within the family as a means of teaching children professional and moral values. He emphasized that work positively influences both the character and psychology of individuals, praising craftsmen and farmers while condemning gamblers and usurers. Ibn Sina argued that a life without labor negatively impacts a person both physically and mentally. His legacy is distinguished by its strong humanistic values, as his knowledge and contributions showcased the intellectual and cultural power of medieval Eastern civilization to the world. Recognized as one of the greatest minds in world history, he was esteemed as a physician, philosopher, and encyclopedist whose works significantly influenced the advancement of global culture.

The article “The Views of Great Thinkers on the Formation of Eastern Family Etiquette” analyzes the perspectives of prominent scholars on national education, the family environment, ethics, and moral values. The study emphasizes the significance of Abu Ali Ibn Sina’s ideas regarding family relationships. In his treatise “*Tadbir al-Manazil*”, Ibn Sina outlined the virtues of both husbands and wives, stressing that their personal conduct serves as a role model for their children, significantly influencing their future. According to Ibn Sina, educators should not only teach through words but also serve as moral examples through their behavior. He argued that parents should engage in meaningful conversations with their children and adhere to ethical principles when communicating with them. He stated, “*If you conduct your discussions and consultations with kindness, you will not go astray or encounter obstacles.*” Furthermore, he advocated that in order to foster good character and behavior in children, they should be treated with respect, love, and care. However, he also emphasized that discipline must be maintained in upbringing.

## **Methodology**

Alisher Navoi, in “*Mahbub ul-Qulub*”, discusses the role of women in family life, emphasizing their influence on household harmony and happiness. He describes a good wife as the foundation of a happy family, highlighting that the cleanliness of a home, the well-being of its members, and overall household stability depend on her. Navoi states, “*A virtuous wife is the prosperity and happiness of the family. The cleanliness of the home, the peace and comfort of the husband—all depend on her. If she is beautiful, she is a delight to the heart; if she is kind, she nourishes the soul. If she is wise, the household will be in order, and everything will remain clean and well-organized.*”

Research by D.R. Akhmedov, titled “*Imam Bukhari’s Views on the Formation of Family and Spiritual Values*”, explores Imam Bukhari’s perspectives on family life and upbringing. His studies analyze how Imam Bukhari’s teachings provide guidance on moral and ethical family relations.

The works of these pedagogical scholars highlight the opportunities for effectively utilizing national and spiritual heritage in preparing students for family life. In Uzbekistan, research on integrating the legacy of Eastern scholars into family education has created extensive possibilities for developing family-oriented educational programs.

## **Analysis and Results**

Creating effective conditions for preparing students for family life can help them establish happy and stable families. The integration of the heritage of Eastern scholars into the study of general pedagogy provides valuable methods for achieving this goal.

Methods of Utilizing the Heritage of Eastern Scholars in Studying General Pedagogy:

- Lectures: Delivering lectures on the views and teachings of Eastern scholars regarding family life.
- Discussions: Engaging students in discussions on modern family life and challenges based on the ideas of scholars.
- Presentations: Encouraging students to independently explore the pedagogical heritage of Eastern scholars and prepare presentations.
- Reading Books and Articles: Analyzing the works and scientific articles of scholars related to pedagogy and family values.
- Scientific Research: Guiding students to conduct research on adapting the pedagogical heritage of Eastern scholars to contemporary conditions.
- Practical Exercises: Conducting hands-on activities aimed at developing family relationships based on scholars' teachings.
- Videos and Presentations: Using multimedia resources to illustrate the lives, works, and thoughts of Eastern scholars.

## Ways to Improve the Educational Process:

- Utilization of Modern Educational Technologies: Using digital resources, e-books, and the internet to introduce students to the heritage of Eastern scholars.
- Group Work Methods: Encouraging group discussions and practical tasks related to scholars' views on family life.
- Encouraging Independent Learning and Research: Motivating students to independently read, analyze, and conduct research on the works of Eastern scholars.
- Collaboration with Parents and Schools: Establishing cooperation with families and educational institutions to integrate the pedagogical heritage of Eastern scholars into family education.

The effective application of the heritage of Eastern scholars in preparing students for family life contributes to the advancement of general pedagogy.

## Practical Aspects of Applying the Heritage of Eastern Scholars in Teaching General Pedagogy:

### Studying the History of Pedagogy:

Providing detailed insights into the views and educational systems of Eastern scholars.

### Proverbs, Wise Sayings, and Narratives:

- Using proverbs and wise sayings to convey essential values and moral principles related to family life.
- Analyzing narratives and stories about family life to encourage students to draw conclusions and apply lessons learned.

### Studying the Works of Eastern Scholars:

- Education and Upbringing: Exploring the views of Abu Nasr Farabi, Ibn Sina, Imam Bukhari, and Imam Ghazali on education and upbringing.
- Family Life: Analyzing topics related to family structure, marital relationships, and child-rearing in Abu Hamid Ghazali's works such as "*Kimyoi Saodat*" and "*Ihya Ulum ad-Din*".
- Moral Education: Implementing ethical teachings from works such as Ahmad Yassawi's "*Hikmatlar Xazinasi*" and Alisher Navoi's "*Muhabbatnoma*".

Debates and Discussions: Conducting discussions and debates with students about the perspectives of Eastern scholars on family life.

Creative Assignments: Assigning students to collect, analyze, and present proverbs, wise sayings, and stories related to family life.

By integrating these methods into the educational process, students can gain a deeper understanding of family values and develop the necessary skills for building strong and harmonious families.

## Conclusion

Preparing students for family life is a complex process that involves not only classroom instruction but also upbringing within the family, societal influences, and personal development. Teachers play a crucial role in shaping students' conscious attitudes toward family, equipping them with essential skills and competencies. Effective preparation for family life enables students to establish strong and happy families, contributing to both their personal well-being and the overall improvement of societal quality of life.

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