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## THE IMPORTANCE OF MIRZO ULUGBEK MADRASSAH IN DEVELOPING THE SYSTEM OF EDUCATION IN ITS TIME

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Enlightener scholar and statesman Abdurauf Fitrat wrote in his “Rahbari najot”: “Our country was famous as the source of enlightenment, rising of culture sun in its time”. Our state was well-known to the world thanks to thousands of popular scholars. Schools and madrassahs which educated hundreds of scientists were called as “cradle of world development” by Abdurauf Fitrat.

Oriental scholars worked hard in order to inform people about religious and secular sciences, investigated to improve their knowledge and intellect.

Rare works created by them are used as main manual of madrassahs to teach about world and person, subsistence, philosophical, sufi themes as the meaning of the world. So, these wise persons lived in respect and helped to solve theoretical and practical problems of the mankind.

All these issues are collected into several sciences and divided into several types. Professor Najmiddin Komilov defined the main science types as following: «Knowledge includes only Muslim subjects, in particular, interpretation of Koran, saint words, wise advices and jurisprudence according to people of shariat. Philosophers consider the knowledge as subsistence, complex of subjects about person and society, Sufis think of it, as the invention by intuition, forecasting and rules of maths leading to perfectness. Besides it, mathematics (counting, algebra, geometry etc.), medicine are also explained there».

Persons’ identity, their culture and spiritual qualities have always been the focus of intellectuals of each era. In particular, the problem of education of the young generation, the formation of developed personalities continued uninterruptedly in all stages of human development.

This historical continual education is closely related to the activities of schools, madrasa and senior madrasa (madrasa Oliya). In the past, the largest higher madrasa played the role of universities in their time. Such madrasa produced scholar professional educators and teachers. Whole scientific schools were established at this madrasa, and there scientific discoveries are made that attracts the attention of scientists worldwide.



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Educational process, the selection of teachers, admissions, teaching in madrasa acting in Central Asia was very specific. They were different; each one is not repeated, evidenced by certificates issued to students, textbooks and manuals created for madras students.

Some prestigious higher madrasa had the opportunity to hire well-known scientists and provide them with all the conditions for residence and employment in scientific activities and pay them decent wages. It is not casual, because the subjects taught at madrasa were difficult to bring them to the students needed a highly skilled scientists. The complexity of the texts in the textbooks and manuals and Arabic script demanded the creation of different ways of interpretation and explanation that is a kind of technique. As a result there appeared the eastern methods of teaching. There are 20-25 kinds of explanation, interpretation and analysis of text and so on.

In particular importance there was the higher madrasa which was set up in Samarkand by Ulugbek. It was considered as higher education institution, not only in Mavarannahr but also in other countries where Islam was the main religion. If we talk about the training program on example of the Madrasa of Ulugbek we see specific and natural sciences were taught and deeply were studied. The fact is that students read and studied books not only in Arabic or Farsi, but in Greek, Indian and Latin. There were books from all over the world in madrasa which were in their originals, that would be to read and comprehend the wisdom of foreign scientists, students studied foreign languages including Greek, Indian and Latin and other languages. For example: "The great building" (Batlimus), Claudia, Ptolemy, or "Grand assembly" (in Arabic "Al mansasty") and written comments were read in Greek. In the early twentieth century, madrasa libraries were disbanded; very valuable manuscripts were dragged off by foreign connoisseurs of science and culture. Thus, priceless manuscripts of our ancestors were abroad. This shows that every madrasa to raise its prestige and glory had links with well-known scientists from other countries, and tried to bring to the attention of the students the works of foreign authors. As the confirmation of the above information is the fact that in the fund of the Institute of Oriental Studies in Tashkent there is stored a diploma with liner which was given to a graduate of madrassas Oliya in Samarkand Shamsiddin Muhammad Balkhi by main Mudaris of madrasa Ulugbek Kazyzady Rummy in February 1435.

This proves that the appearance of such renowned scholars as Abu Rayhan Biruni, Forobiy, Ibn Sina Firdavsiy, Alisher Navoi and others is not a coincidence, but is the



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result of perfection of the education system and shows the high level of teaching in madrasa.

Recently scientists of the West are attracted by educational, scientific work and the work of the famous Madrasa of the East. We know that, in the manuscript collections and libraries of foreign countries are stored textbooks, materials for madrasa and the works of scientists, copies of diplomas issued to students. For example: in museums and libraries, in particular, at the German Institute of Oriental Studies are stored dozens of rare manuscripts, copied during Timur and timurids period also with their miniatures.

In turn, the interest of today's scientists to the education system in madrasa does not calm down, but grows. An example of this are the reports of the international conference on "The Merits of Ulugbek in the development of science" held in the 9-11 of June, 2009.

Especially the report on "Al Biruni and his method of teaching" is worthy. Of particular significance are the reports of foreign scientists such as Frederik Byupertis – Bressend (France), Muhammad Baghiri (Iran), Hrestony Bekonst and Fez Gunergun (Turkey), Eiichi Isayaha (Japan), Mnazura Haidar (Indis), Atilla Uzguch (Turkia), Shamshir Ali (Bangladesh) and others. In their reports, they are especially emphasized the merits of Ulugbek of higher education of his time. Based on this information, as well as the volume of scientific production internationally renowned scholars east, and encyclopedic knowledge of it can be concluded that the system of education and methods of teaching in madrasas was at a high level.

