

THE SOCIAL SIGNIFICANCE OF STUDYING THE WORKS OF RENAISSANCE SCHOLARS IN ELEMENTARY SCHOOL LESSONS

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Annotation

This article highlights the social significance of studying the works of Renaissance scholars in ensuring the spiritual and intellectual development of elementary school students. It analyzes how the scientific and cultural heritage of great thinkers such as Al-Farabi, Ibn Sina, and Al-Biruni can spark students' interest in knowledge, foster an appreciation for national values, and help shape their moral and patriotic virtues. Additionally, it emphasizes that teaching the works of Renaissance scholars contributes to the development of students' national identity, respect for historical heritage, and the cultivation of patriotism.

Keywords: renaissance, spirituality, enlightenment, academy, philosophy, education, pedagogy, science, knowledge, society.

Every nation possesses a distinct and valuable history, and its people work to preserve and utilize their cultural heritage, aiming to honor their ancestors and continue their legacy with pride. Today, our country's leader is making relentless efforts to improve the well-being of our people while bringing about significant changes across all sectors.

The phrase "Creating the Third Renaissance", now familiar to all of us, resonates deeply with our compatriots who care about the nation's destiny and with every young individual. The visionary behind the idea of ushering in a renaissance era in our country, our nation's leader, defines the term "renaissance" in his works as follows: "...In the history of nations, there are extraordinary periods of profound renewal during which the genius of a particular nation strives to reveal its full potential, and its creative endeavors reach unparalleled heights. The remarkable achievements realized within a relatively brief timeframe captivate the world. These groundbreaking accomplishments, which stand as monumental testaments to a nation's capabilities, illuminate the pages of human history and inject immense energy and dynamism into the narrative of world civilization. The essence of such



exceptional epochs of progress and resurgence, bestowed upon certain peoples, is what defines them as the Renaissance era” [1].

Throughout both Renaissance periods in our illustrious history, the most vital factor has been the steadfast support and dedication of the state and its leaders. The Ma'mun Academy's establishment was heavily influenced by the Khorezmshah Ma'munid dynasty, while the Second Renaissance was largely shaped by the visionary leadership of our great ancestor Amir Temur and the Timurid dynasty. The rulers of these dynasties brought together the brightest minds and scholars of their era, offering them protection, care, and the conditions needed to thrive. Consequently, in a remarkably short time, our homeland became a cornerstone for groundbreaking discoveries that significantly enriched global science and knowledge.

In the East, particularly in Mawarannahr, this remarkable period began as early as the 9th century, marked by the acquisition of worldly knowledge through the lens of Islamic civilization. During this era, numerous scholars emerged from our region, leaving behind a vast scientific heritage that continues to benefit the world. These scholars made groundbreaking contributions to fields such as philosophy, medicine, algebra, astronomy, geometry, and many other sciences. During the “Eastern Renaissance”, our ancestors, through their written works, laid the groundwork for many modern scientific disciplines and significantly expanded knowledge across various domains – a fact widely acknowledged. Among the prominent scholars of this period were figures like Muhammad al-Khwarizmi, Ahmad al-Fergani, Abu Rayhan al-Biruni, Abu Ali ibn Sina, Mahmud al-Zamakhshari, and Najmuddin Kubra. They authored works in diverse fields and left behind an invaluable scientific legacy. The contributions of Eastern thinkers to spiritual culture are of immense importance, distinguished by their comprehensive coverage of values and cultural dimensions in their works.

Farabi's pedagogical views and teachings on education and upbringing are deeply rooted in his philosophical insights into human qualities. He placed significant emphasis on understanding the structure of human beings, their psyche, and their cultural and spiritual dimensions. Farabi highlighted that humans possess unique attributes, such as intellectual capacity, psychic strength, and the ability to communicate, which set them apart from other creatures and empower them to dominate their environment.



In his worldview, Farabi prioritized the process of understanding objects and phenomena, focusing on enriching the human intellect through knowledge to cultivate educated and enlightened individuals. Through works such as “On the Attainment of Happiness”, “The Classification of Sciences”, and “The Virtue of Sciences and Arts”, he underscored the close relationship between education, knowledge, and spiritual growth. His ideas provided a robust theoretical foundation for fostering students’ curiosity about learning and nurturing their spiritual development, particularly in the context of elementary education.

Abu Nasr al-Farabi emphasized that human intellect and thought are outcomes of spiritual growth. As individuals gain knowledge, they can comprehend the origins of all living beings and their development over time, contributing to the creation and scientific substantiation of this understanding. Building on this perspective, Abu Rayhan al-Biruni asserted, “Through intellect and thought, a person not only learns about the external attributes and characteristics of things and events but also compares and contrasts them to ascertain the truth of their knowledge”. Biruni further highlighted that the continuous acquisition of knowledge fosters the generation of new insights: “Sciences are abundant. They flourish in their time, and with the addition of various ideas and reflections, they expand. The enthusiasm of individuals for knowledge and their respect for scholars signify this prosperity. Moreover, when rulers honor scholars, it significantly contributes to the growth of diverse fields of knowledge” [2]. These concepts played a crucial role in fostering students’ curiosity for knowledge and nurturing a spirit of enlightenment in elementary education.

Abu Rayhan al-Biruni particularly underscored the idea that knowledge was the foundation for understanding universal human values. He believed that an educated and knowledgeable individual is one who actively works for the welfare of society and humanity, keeping themselves away from all forms of vice. He stated, “The benefit of knowledge lies not in greed or the accumulation of gold and silver but in acquiring the essentials necessary for life”. As a dedicated advocate and patron of science, al-Biruni held that the prosperity of a nation depended on the advancement of science, while personal happiness was rooted in knowledge and enlightenment. His works include examples of poems and aphorisms related to education and upbringing, highlighting the importance of striving for goodness guided by the heart’s integrity. He cautioned against seeking superficial fame or recognition



through vanity and arrogance, emphasizing the value of genuine virtue and humility [3].

In his writings, Abu Ali ibn Sina offered a profound interpretation of the concept of knowledge and underscored that deeply understanding and mastering knowledge leads to wisdom. He explained: “Knowledge is the study of things through the power of human intellect. It is the ability to comprehend and perceive things. This process requires the human mind to arrive at understanding without error or deviation. When evidence is clear and proofs are genuinely valid, this understanding transforms into wisdom – true knowledge” [4]. These concepts provide a crucial methodological basis for fostering students’ logical reasoning abilities, promoting systematic knowledge acquisition, and establishing an educational and upbringing process rooted in a scientific approach at the elementary level.

In conclusion, introducing elementary school students to the works of Renaissance scholars is vital for their intellectual and spiritual growth. The rich scientific and cultural legacy of these remarkable thinkers inspires curiosity for learning, nurtures patriotism, instills moral values, and cultivates respect for national heritage. This educational process aids the younger generation in understanding their identity, valuing their historical legacy, and forming a foundation for their holistic development. Consequently, integrating the teachings of Renaissance scholars into the curriculum is not only of moral and cultural importance but also serves as a catalyst for societal progress.

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