

Abu Rayhon Beruniyning pedagogik g'oyalari va mantiqiylik tamoyillari

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Annotatsiya: Ushbu maqolada o'rta asrlarning buyuk qomusiy olimi Abu Rayhon Beruniy hamda - uning ilmiy pedagogik qarashlari va ta'lim-tarbiyaga oid g'oyalari haqida ma'lumotlar taqdim etiladi. Unda allomaning ilmning ustuvorligi, kuzatish metodi va tajribaga tayanish, mustaqil fikrni rivojlantirish haqidagi g'oyalari bayon etiladi.

Kalit so'zlar: ilm ma'rifat, ta'lim-tarbiya, ilmiy metod, tajriba va kuzatish, mustaqil fikrlash, mantiqiy tafakkur, bag'ri kenglik, komil inson

The principles of scientificity and logic in the pedagogical ideas of Abu Rayhon Beruni

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Abstract: This article presents information about the great medieval encyclopedist Abu Rayhon Beruni, his scientific pedagogical views and ideas on education. It describes the scientist's ideas about the priority of science, the method of observation and reliance on experience, and the development of independent thought.

Keywords: science, enlightenment, education, scientific method, experience and observation, independent thinking, logical thinking, broad-mindedness, perfect person

Abu Rayhon Beruniy Sharq uyg'onish davrining buyuk qomusiy olimi bo'lib, u nafaqat astronomiya, matematika va geografiya sohalarida, balki ta'lim va tarbiya masalalarida ham chuqur fikrlar bildirgan. Beruniyning pedagogik qarashlari ilmiylik, mantiqiylik va amaliy tajribaga asoslanganligi bilan ahamiyatlidir. Uning

ilmiy-pedagogik qarashlari bugungi kunda ham o'z ahamiyatini yo'qotmagan. U ilmni inson kamolotining asosiy omili sifatida baholab, ta'lim jarayonida mantiqiy fikrlash, tajriba va kuzatish metodlariga alohida e'tibor qaratgan.

Abu Rayhon Beruniyning pedagogik qarashlari ilmiylik va mantiqiylik tamoyillariga asoslanadi. U bilim olish jarayonida faqat yodlash usuliga tayanishni to'g'ri deb hisoblamagan, aksincha, tushunish va anglashni birinchi o'ringa qo'ygan. Uning fikricha, har bir o'quvchi o'rganayotgan narsasining mohiyatini anglab yetishi va uni hayotda qo'llay olishi zarur. Shu bois, Beruniy kuzatish va tajriba orqali o'rganishni samarali usul sifatida tavsiya etgan. Alloma ta'limning izchil va bosqichma-bosqich tashkil etilishiga katta e'tibor qaratgan. U murakkab bilimlar oddiydan murakkabga qarab tushuntirilishi kerakligini ta'kidlagan. Beruniy o'quvchining yosh xususiyatlari, qobiliyati va qiziqishlarini inobatga olish zarurligini ham qayd etgan. Bu qarashlar bugungi zamonaviy pedagogika tamoyillariga ham mos keladi.

Shuningdek, Beruniy ustoz va shogird munosabatini ta'lim jarayonining muhim qismi deb bilgan. Uning fikricha, ustoz nafaqat bilim beruvchi, balki tarbiyachi, yo'l ko'rsatuvchi va ma'naviy namuna bo'lishi lozim. Shogird esa izlanishga intiluvchan, sabrli va hurmatli bo'lishi kerak. Alloma yosh avlodni keng dunyoqarashli, mustaqil fikrlaydigan va ilmga chanqoq shaxs sifatida tarbiyalashni asosiy maqsad deb bilgan.

Beruniy ta'lim jarayonida aniqlik va haqiqatga sodiqlikni eng muhim mezon deb hisoblagan. U har qanday bilim dalil va isbotlarga asoslanishi kerakligini ta'kidlagan. Shuningdek, alloma turli xalqlarning ilmiy merosini o'rganish orqali inson tafakkuri yanada boyishini qayd etgan. Uning fikricha, ta'lim insonda nafaqat aqliy, balki axloqiy fazilatlarni ham shakllantirishi zarur. Shu sababli Beruniyning pedagogik qarashlari komil insonni tarbiyalash g'oyasiga xizmat qiladi.

Abu Rayhon Beruniyning ilmiy-pedagogik qarashlari nafaqat ilm-fan rivojiga balki, yoshlarni yetuk va bilimli inson bo'lib tarbiyalanishi hamda mustaqil fikrlaydigan shaxs bo'lib yetishishiga ham katta hissa qoshadi. Shu bilan birgalikda uning izlanishlar zamonaviy ta'lim tizimi uchun muhim nazariy asos bo'lib hizmat qiladi desak mubolag'a bolmaydi. Qolaversa, yevropalik Beruniyshunoslar Beruniyning bir o'zi butunboshli ilmiy-tadqiqot institutlari ham bajara olmaydigan ishlarni uddalagan, deb qayd etishgan.

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