



# THE IMPORTANCE OF MODERN PEDAGOGICAL TECHNOLOGIES AND THE TEACHINGS OF EASTERN THINKERS IN THE EDUCATION OF PRESCHOOL CHILDREN

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## ABSTRACT

This article analyzes the importance of modern pedagogical technologies and the teachings of Eastern thinkers in the education of preschool children from a scientific and theoretical perspective. At the same time, it is emphasized that combining the spiritual heritage of Eastern thinkers with modern pedagogical technologies is an important factor in the formation of high spiritual and moral qualities in children, and in the upbringing of a well-rounded person who can think independently and creatively.

**KEYWORDS:** preschool education, modern pedagogical technologies, innovative pedagogical approaches, development of the child's personality, spiritual and moral education, national and universal values, educational process, game technologies, interactive educational methods, the heritage of Eastern thinkers, the teachings of Abu Nasr Al-Farabi, the pedagogical views of Abu Ali ibn Sino, the spiritual heritage of Alisher Navoi.

## Introduction

In today's rapidly developing globalization and informatization processes, one of the priority tasks facing the education system is to educate a highly spiritual, intellectually capable, independent-thinking and socially active person. Since the



development of modern society is directly dependent on human capital, especially the knowledge and potential of the younger generation, effective organization of the educational process is of great importance. This process begins, first of all, with the stage of preschool education. Because the preschool period is one of the most important and responsible stages of the formation of a person's personality, worldview and spiritual and moral qualities.

In the preschool education system, the effective use of modern pedagogical technologies is of particular importance in ensuring the intellectual, social, moral and creative development of children. By implementing interactive methods, game technologies, innovative pedagogical approaches and the principles of person-oriented education, broad opportunities are created to increase children's cognitive activity, develop independent thinking and demonstrate their creative abilities.

At the same time, it is also important to rely on the national pedagogical heritage in the effective organization of the educational process. The ideas on education, humanism and spiritual perfection put forward by Eastern thinkers have not lost their relevance today. In particular, in the works of thinkers such as Abu Nasr Al-Farabi, Abu Ali Ibn Sina and Alisher Navoi, the issues of human upbringing, spiritual perfection, acquiring knowledge and forming moral qualities are deeply scientifically based. Their pedagogical ideas are of particular importance as they are aimed at the comprehensive development of the child's personality, raising him as a harmonious member of society.

From this point of view, the use of modern pedagogical technologies in the preschool education system in combination with the heritage of Eastern thinkers serves as an important pedagogical basis for strengthening the spiritual and moral education of children and forming a person who can think independently and creatively.

Modern pedagogical technologies play an important role in the effective organization of the educational process in the preschool education system, ensuring the intellectual and social development of children. Pedagogical technology is understood as a set of methods, tools, forms and pedagogical approaches aimed at the purposeful, systematic and effective organization of the educational process. These technologies, taking into account the age,



psychological and individual characteristics of the child, serve to increase his cognitive activity, develop independent thinking and reveal his creative potential. The use of modern pedagogical technologies in preschool educational organizations increases children's interest in learning, develops their social activity and culture of communication. In particular, pedagogical approaches based on game activities correspond to the psychology of children and allow for a natural and effective organization of the educational process. Also, interactive and innovative methods develop children's thinking, independent decision-making skills and creative abilities.

The following pedagogical technologies are widely used in preschool education: Game technologies - provide knowledge and education through play activities, which are a natural need of children.

Interactive methods - serve to actively involve children in the educational process, create an environment of communication and cooperation.

Information and communication technologies - expand children's opportunities for learning through multimedia tools, electronic educational resources.

Problem-based educational technology - develops children's independent thinking and problem-solving skills.

Creative development technologies - help form children's imagination, creative thinking and aesthetic taste.

The effective use of these pedagogical technologies has a positive effect on the cognitive and personal development of children. In particular, they serve to develop such important mental and personal qualities in children as:

logical and figurative thinking skills,

speech and communication culture,

attention and perception processes,

memory activity,

creativity and initiative. Therefore, the purposeful and systematic use of modern pedagogical technologies in the process of preschool education is an important pedagogical factor in ensuring the comprehensive development of the child's personality and his successful preparation for the next stages of education.

Abu Nasr Al-Farabi's views on education

The scientific heritage of Abu Nasr Al-Farabi occupies a special place in the history of Eastern pedagogical thought. He assessed education and upbringing as



the most important and main factor in human perfection. According to the thinker, a person is a being who naturally strives for knowledge, and his spiritual and intellectual development is carried out through a properly organized educational process. Al-Farabi emphasizes the importance of moral education, obtaining knowledge, and active participation in society in the formation of a person as a well-rounded person.

Al-Farabi emphasizes the need to take into account the individual characteristics of the child when organizing the educational process. His ideas on education put forward such principles as providing knowledge taking into account the child's abilities and capabilities, organizing education consistently and gradually, and creating a healthy spiritual environment in the process of upbringing.

The thinker stated that upbringing should form a person not only as an educated person, but also as a morally mature, useful to society and responsible person. His ideas are in harmony with the pedagogical principles used in modern pedagogical technologies today, such as person-oriented education, an individual approach, and the correct organization of the educational environment.

#### Pedagogical views of Abu Ali Ibn Sina

In the history of Eastern science and culture, Abu Ali Ibn Sina is known as a great thinker who put forward a number of scientific ideas on child upbringing and education. He emphasized the need to take a comprehensive approach to the issue of child upbringing and ensure the harmonious physical, mental, and spiritual development of the child.

According to Ibn Sina, it is important to take into account the age characteristics and psychological state of a child when raising him. He emphasized that the process of educating a child should be natural and interesting, and education should be organized in accordance with the interests and needs of the child.

The thinker emphasizes the importance of love and care in raising a child. He emphasized that it is more effective to raise a child with love, not through intimidation or harsh punishment, and to encourage his abilities. He also scientifically substantiated the need to raise a child in a team, to form social skills through communication with peers. These pedagogical ideas of Ibn Sina are inextricably linked with such principles used in modern pedagogy as child-centered education, the development of social activity, and motivation-based teaching.



Another major figure in Eastern science, Abu Raikhan Beruni, also paid great attention to the issues of education and upbringing. In his scientific heritage, an important place is occupied by the connection of the process of acquiring knowledge with practical activities, the development of education based on experience and observation.

According to Beruni, a person enriches his worldview through knowledge of the environment. Therefore, the educational process should not be limited to theoretical knowledge alone, but should be enriched with practice and experience. The thinker emphasizes the importance of encouraging interest, research, and independent thinking in acquiring knowledge.

His views are consistent with modern pedagogy, based on research-based education, practical training, experience and observation. Harmony of modern pedagogical technologies and the teachings of Eastern thinkers

In the process of improving the modern education system, it is important to rely on the national and universal pedagogical heritage. In particular, the scientific views of Eastern thinkers on education are reflected as one of the theoretical and methodological foundations of modern pedagogy today. In their works, the issues of human perfection, spiritual education, the desire to gain knowledge and personal development are deeply scientifically based. From this point of view, the pedagogical ideas put forward by Eastern thinkers are consistent in content with modern pedagogical technologies.

In particular, Abu Nasr Al-Farabi considered the principle of an individual approach to the individual to be important in the educational process. In his opinion, since the abilities, interests and capabilities of each person are different, the educational process should be organized taking into account these features. This idea is one of the main principles of the concept of person-centered education, which is used in modern pedagogical technologies today.

Abu Ali Ibn Sina also emphasized the need to take into account the age and psychological characteristics of a child in his upbringing. According to the thinker, the educational process should be organized in accordance with the natural stages of development of the child. This principle is reflected in modern pedagogy in such approaches as education based on age psychology, education in centers, and interactive teaching methods.



Another major scholar, Abu Raykhan Beruni, emphasized the importance of combining theoretical knowledge with practical activities in the educational process. He scientifically substantiated the need to consolidate knowledge not only theoretically, but also through observation, experimentation, and practical training. This idea is widely used in modern pedagogical technologies in practical education, research-based teaching, and problem-based learning technologies. Thus, the pedagogical ideas put forward by Eastern thinkers are an important theoretical source for the modern education system. The use of their educational scientific heritage in combination with modern pedagogical technologies is important for increasing the effectiveness of the educational process, ensuring the intellectual and spiritual development of children, and raising a well-rounded personality.

## **CONCLUSION**

In conclusion, the purposeful and effective use of modern pedagogical technologies in the education of preschool children is an important factor in improving the quality of the educational process. Such technologies serve to ensure the intellectual, spiritual-moral, social and creative development of children, to form important personal qualities such as independent thinking, activity and initiative in them. Also, game technologies, interactive methods and innovative pedagogical approaches increase children's interest in learning and further activate their cognitive activity. At the same time, reliance on the national pedagogical heritage is of particular importance in the effective organization of the educational process. The scientific views on education of such Eastern thinkers as Abu Nasr Al-Farabi, Abu Ali Ibn Sina, and Abu Raykhan Al-Biruni are based on the ideas of humanism, spiritual perfection, and the pursuit of knowledge, and are considered one of the important theoretical sources of modern pedagogy today.

The pedagogical ideas put forward by these thinkers - such principles as an individual approach to education, taking into account the age and psychological characteristics of the child, and combining knowledge with practice - are inextricably linked with the essence of modern pedagogical technologies. Therefore, the use of modern pedagogical technologies in the preschool education system, combined with the heritage of Eastern thinkers, is of great importance in



forming high spiritual and moral qualities in children, and in educating them as well-rounded, knowledgeable, and independent-thinking individuals.

Thus, the combination of modern pedagogical technologies and national spiritual heritage serves as an important scientific and pedagogical basis for further improving the preschool education system, increasing the effectiveness of education, and forming the future generation as well-rounded and mature individuals.

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