RELATIONS OF "USTOZ – SHOGIRD"
(TEACHER – LEARNER) IN HERITAGE OF
ALISHER NAVOI

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Abstract: In article considered the huge value Alisher Navoi heritage for development of pedagogical thought on questions of education of harmoniously developed personality, establishments of the relations of the teacher and the learner. From author separate excerpts from works of the great thinker in which the role of science and knowledge in life of the younger generation emphasized were given, requirements to personal and designated the professional qualities of the mentor. Views and thought of Alisher Navoi and education of the perfect person, in particular about necessity to study sciences and to gain knowledge, about the relations and qualities of the teacher and pupil have enduring value for development of pedagogical thought. Most of all Alisher Navoi appreciated education (knowledge) and moral in the person and considered it as true beauty. Introduction of these ideas in consciousness of learners is the main task of the teacher. Ideological values of heritage Navoi have huge value for East pedagogies.

Keywords: studying, sciences and knowledge, mentor, application of knowledge, madrasah, school, harmonious personality, pedagogical heritage, "ustoz-shogird" (teacher-learner), moral qualities, advantage, humanity, nobility.

The great poet and the thinker Alisher Navoi made a huge contribution and development of world science and culture. Immortal works Navoi differ in high humanity, they deserved recognition of all mankind. The founder of the Uzbek literary language, Alisher Navoi lifted the status of moral culture, value of development of pedagogical thought on unknown height. The heritage Navoi and has today impact on east culture and education, on development of the harmonious personality.

The way of life of the poet, his spiritual and substantial heritage is a wind encyclopedia of humanology, an invaluable treasury of wise thoughts. A mankind debt – to read its perfection, to store its values in soul and heart and to use in practical activities.

Alisher Navoi as the advanced educator of the time put forward educational and educational ideas, especially concerning a role of knowledge and sciences for the perfect personality. He paid special attention to the relations "teacher – learner" in the process of training and not only.

The famous historian Khondamir emphasized that Navoi (as the statesman) created great opportunities for training and education of youth. He noted that activity Navoi deserves respect and admiration as it managed substantially the level of culture of the people. Navoi allocated funds not only for studies for those who wanted to study, but also as construction of madrasah (Khondamir, 1996).

Alisher Navoi aspired to that young generation seized sciences and craft. Besides, Navoi considered, it is necessary to cultivate the best qualities inherent in the person at youth. In representation Navoi it: creativity, abilities, love and desire to knowledge, sciences. In opinion Navoi, as happy the person who is an example for someone can consider himself, shows an initiative if it is the cheerful, clever, capable person, and it is confident in the forces and opportunities. Alisher Navoi considered scientific knowledge as the lamp disseminating darkness and lighting vital a way like sunshine and corresponding shape of the person. Navoi expressed these thoughts in the work "Nazmul-javokhir" ("Poetry pearls").

Approximate maintenance of verses (pentastich) such: the scientific person fair and modest, the same who don't know the road to knowledge, conduct idle and loose life.

Navoi devoted all the life to studying of knowledge and their application. In work of "Makhbub-ul-kulub" he wrote that the person who gained knowledge, but not using them is similar to the dekhkan who didn't plow the earth, or put seeds, but didn't receive a crop.
Alisher Navoi urged to study all sciences, for receiving true knowledge. The educated person always seeks to develop sciences, – he claimed. Navoi opened school at madrasah of "Ikhlosiya" and allocated funds for it the contents.

Getting an education in madrasah was obliged to observe discipline strictly. They were recommended to study independently sciences and to address if necessary to famous scientists, the knowing specialists.

Alisher Navoi learned that knowledge should be gained constantly (continuously). The person has to overcome difficulties, show will, persistence, having begun training, to continue it and to finish, be patient and unshakable in the doctrine. Alisher Navoi explained which basic principles the wise teacher-mentor has to adhere. At that time training at school, madrasah was conducted by scientific, skillful masters, artists. Learners had opportunity to visit educational institution or to gain knowledge independently.

Alisher Navoi considered that teachers-mentors have to be the knowing and well-mannered people. He criticized ignorant and poorly educated mentors, explained that the one who trains others, itself has to be the highly educated person. About it he wrote in work of "Makhbub-ul-kulub", objected to excessive severity and roughness of teachers. In this case, Navoi considered, the school turns for children into torture. Having tested that, allows punishment by sticks, the ruthless person, his mind and heart became, as a stone. This is the gloomy person who got used to humiliate the defenseless. The majority of such people or are obviously sick, or with such intellectual shortcomings. Children by the nature are stubborn, difficult give in to influence. They are very mobile, and it is difficult to accustom them to an order. However, if to apply threats, there is nothing it is impossible to achieve. Work of the teacher, mentor over the intense. With such work not only the person, but also itself "miracles" (a mythological giant) won't consult. Here with one child day it is difficultly to be alone, and the teacher should train the whole group of children to knowledge and to good education". To pay to the one who trained you though in one letter, there will be no all terrestrial riches – such is thought Navoi about gratitude for the teacher.

The scientist put the teacher on height, urged to respect him, but in too time imposed to it serious requirements. From a mudarris (the teacher of madrasah) the education (knowledge), wisdom, modesty, care, honesty, high spirituality were required. "Mudarris shouldn't be mercenary and uneducated, on occupations not to show arrogance, to avoid rough tone; conflict actions not to allow the acts dishonoring honor. If mudarris doesn't follow all requirements and rules, he isn't a teacher, and the sower of bad habits, – so considered Navoi (Navoi A., 1966).

Therefore, the mentor, in opinion Navoi is truly worthy person, honest, hardworking, disinterested. Before cultivating high moral qualities at youth, he has to show them at himself. Alisher Navoi defined qualities which both the teacher and the learner have to possess:

1. Personal qualities of the mentor:
   − politeness,
   − friendliness,
   − affability,
   − openness,
   − insistence,
   − observation,
   − truthfulness,
   − sincerity,
   − initiative,
   − humanity,
   − judiciousness,
   − solidity,
   − respect for people of all nationalities, for parents.

2. Professional qualities of mentor:
   − studying of the facilitated ways of the report of difficult knowledge to learners;
   − possession of knowledge of certain professions and sciences;
   − establishment of the reasonable relations with learners;
   − possession at the high level the standard of speech;
   − increase of the authority due to mind, resourcefulness, strong will;
   − possession of culture of communication, etc.
3. Ethics and qualities of the learner:
   – to be devoted to and business;
   – to follow rules; to be short (in words);
   – to respect work of others;
   – to carry on traditions of the mentor;
   – to belong to study to the teacher faithfully.

4. Not to contradict the learner's duty before the teacher (not to object) the teacher; to carry on traditions of the mentor.

Views and thought of Alisher Navoi and education of the perfect person, in particular about necessity to study sciences and to gain knowledge, about the relations and qualities of the teacher and pupil have enduring value for development of pedagogical thought.

Most of all Alisher Navoi appreciated education (knowledge) and moral in the person and considered it as true beauty. Introduction of these ideas in consciousness of learners is the main task of the teacher. Ideological values of heritage Navoi have huge value for East pedagogies.

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