

## **VIEWS OF EASTERN AND WESTERN SCIENTISTS ON THE HISTORICAL SIGNIFICANCE AND PROBLEMS OF THE EDUCATOR'S ACTIVITY AND TEACHER'S IMAGE**

Turamuratov Ulug'bek Uroqovich  
Teacher of Termiz State Pedagogical Institute  
turamuratovu@gmail.com

Do'rmanova Dilafro'z O'tkirjon qizi  
Graduate Student of Termiz State Pedagogical Institute  
durmanovadiafruz@gmail.com

### **ANNOTATION**

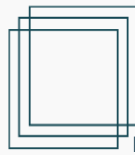
In this article, the content of the pedagogue's profession, the history of the origin of the teacher's image, the influence of the teacher's image today, and the problems of the teacher's image are analyzed with clear points from the views of Eastern and Western scientists, and the main qualities of the teacher's image are highlighted.

**Key words:** Pedagogical image, pedagogy, problems of teacher's image, education, training, pedagogical skills, Eastern and Western scientific views.

### **INTRODUCTION**

In today's rapidly developing age, the role of a teacher is important in the development of young people into mature individuals[18]. The teacher, who is the supreme product of nature, has always been imagined as the wisest and most educated person, and the image of the teacher is recognized as a perfect person both in the Eastern mentality and in the Western culture. As the historical significance of the image of the teacher, there is a certain contradiction between the change and development of modern views and views of the personality of the pedagogue, which are kept unchanged and glorified[17]. We can understand the true nature of the teacher's image in the method. Our scholars of the East and scientists of the West also conducted research and expressed their views in their works about the image and problems of such a teacher in teaching and educating students in the image of a pedagogue[5].

**The historical importance of the image of the teacher** - the art of early education began to develop in ancient times, and at first parents taught their children their professions, but later, Greece, Rome, the Near and Middle East regions became centralized and began to feel the need for an educator. As we all know, "Pedagogue" - Greek "paida" means "child leader", and the initial teaching profession and views on the pedagogue and the image of the teacher began to be created[16]. The ancient Greek philosopher Socrates (496-399 BC) was a teacher of great scientists such as Plato and Xenophon, and in his opinion; "The life, peace and development of society depends on



manners and morals. "Knowledge is the only virtue, and ignorance is the worst evil," his views about the pedagogue have reached us from his students [6].

Views about the teacher in ancient times In China, based on the concepts of wisdom pedagogy in the Taoist school (3rd century BC), teachers are said to have the image of hard work, willpower, spiritual and moral qualities. The great sage Confucius, who was also a teacher, admitted in his work "Conversations and Reflections" that "A teacher should be a noble person who educates a child in his own image and ensures well-being in society."

Western European scholars have also highlighted valuable ideas about the image and problems of the pedagogue[19]. One of such scholars, Jan Amos Comenius (1593-1670), sheds light on his views in the section on the teacher's role and requirements in the "Great Didactic"; He believes that "a) the teacher himself sets a personal example, is sincere, open benevolence, b) if the teacher loves the child, wants him to do well, if the lesson is meaningful, if he can explain, discipline will be created." Comenius demanded that the population treat the teacher with respect, and emphasized that the teacher should understand that he fulfills an important task in the society and should know his value [7].

Johann Heinrich Pestalossi (1746-1827) "Lingard and Gertrude" and many other works gave clear information about pedagogy and the image of the teacher; "First of all, a teacher should develop labor education and knowledge of his mother tongue. The mastery of the image of a teacher should start from the simplest elements and gradually rise to a more complex level[15].

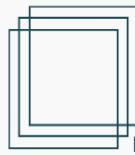
Johann Herbert (1776-1841) in his works about the image of a teacher, pedagogue; "The pedagogue demanded to raise the reputation of the teacher extremely high, this reputation is always superior to the opinion of the majority" [8].

Adolf Disterweg (1790-1866) about the teacher's image and problems; "We can see when a teacher plays a leadership role while teaching[20]. A good teacher, - says Disterverg, - implements his educational principles with determination and does not deviate from these principles. "According to Disterverg; "A bad teacher tells the truth, and a good teacher teaches to find the truth."

Konstantin Dmitriyevich Ushinsky (1824-1870) was able to imagine the uniqueness of the image of the pedagogue in his national characteristics. In his opinion, the problems of the teacher's image are methodological and methodical problems in teaching, and teachers raise students in the spirit of love for their mother tongue and homeland [9].

Lev Nikolayevich Tolstoy (1828-1910) emphasizes that the image of a teacher should be based on a free conversation with students and should not allow racial discrimination against children in comparison to that time, should treat everyone equally [10].

According to Anton Semyonovich Makarenko (1888-1939); "If a teacher can skillfully organize a team of children in his own image, he can study pedagogues in depth with the help of the team," he says[14].



According to the scholars of our country, the image of a teacher is given only when science reaches the level of a philosopher in harmony with mysticism. Ismail al-Bukhari, Muhammad Isa al-Tirmizi, Farabi, Beruni, Ibn Sina, Yusuf Khos Hajib, Naqshbandi, Mahmud Kashgari, Amir Temur, Alisher Navai, and at the same time Abdullah Awlani, Abdurauf Fitrat, Mahmudhoja Behbudi, Abdulhamid Cholpan, Munavvar In the views of our scholars such as Qori Abdurashidkhanov, the problems of the teacher's image and the ideas of its improvement are given with the help of specific examples[11].

Amir Temur Koragon ibn Amir Taragai (1336-1406) in the views of the image of a teacher and pedagogue; He says that "Teachers, scholars, philosophers should be constantly encouraged by the state to be a respected person, and their discussion at the state councils should be the basis for solving the problems of the image of teachers[21]. Abu Nasr Farabi (873-950) finds a solution to the problems of the teacher's image in the views of "Muallimi Sani" (Second Teacher); "A teacher should create an image in his image. "Extreme authority creates hatred towards the teacher, and extreme laxity creates a feeling of disdain for the teacher.

Abu Ali Ibn Sina (980-1037) paid great attention to the image and role of the teacher in the educational process; "Teachers should pay attention to the ability of students to use their knowledge in life, use different gestures in teaching," he says[12].

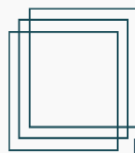
Abu Rayhan Beruni (973-1048) in his views on the image of a teacher expressed his opinion that the image of a teacher should be honest, literate, principled and gentle to his students, and methodical.

Abdulla Awlani (1878-1938) in his views on the problems of the image of a teacher, said that the image of a teacher should be forward-thinking and respectful of the mother tongue. you will die," he says.

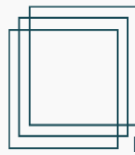
To sum up, in every period, the nation considered the attention to the education of children, which is the day of tomorrow, as an attention to the reputation of the teacher. In Eastern pedagogical views, the image of a teacher is based on wisdom. The views of Western scientists have developed and advanced, and still do not lose their importance[13].

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