

CONDITIONS OF USING AL-HAKIM AL-TIRMIZI'S PEDAGOGICAL VIEWS IN THE HIGHER EDUCATION SYSTEM

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Annotation

Al-Hakim at- Tirmidhi pedagogical in his views active to learn big importance given His according to students not only information passive acceptance to do perhaps they are study in the process active participation reach need

Active education, Thermal according to students different events, debates and problematic exercises using study to the process attraction to do mean holds Thermal to teachers students participation provider and studied concepts to apply encouraging comfortable environment to create recommendation did His according to active teaching of students critical thinking skills increases, knowledge save to stay and to apply help will give and the problem solve ability increases. Thermal too in cooperation learning knowledge to get more efficient method that calculated; she is meaningful goals and reasonable to deadlines have has been group assignments supported.

Keywords: pedagogy, higher education, education, system, problem, Al-Hakim al-Tirmizi, condition, conditions.

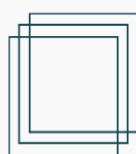
Introduction

From this except she is students to learn urge possible has been own activity about opinion expressing opinions continuous assessment Demand did

Consequently, Termizi's pedagogical in his views active to learn encourage and of students study activity in the process encourage important importance occupation is enough[1].

High education in the system of students success for of the teacher study to the process in helping place very important. Al-Hakim at-Tirmidhi pedagogical to his views according to teacher only information deliverer it's not, perhaps to knowledge helper task perform need To this reach for teacher students study in the process active participation to do encouraging interactive education environment to create need To this group discussions, cooperative projects and practical exercises such as different methods through reach possible[2].

From this except teacher of students different different learning styles and abilities satisfy for different different teaching strategies use need



Analysis and Results

Teacher's study experience personalization and need when guidance and help to give for students with individual and group as strong connections installation is important. In general when teacher of students own capabilities complete come true to issue possibility giving positive and efficient education environment plays an important role in creation.

Judge at-Tirmidhi pedagogical their views Uzbekistan higher education to the system app of reaching offer of the methods used one this in the group work and in cooperation is learning. This approach students in the middle interactive and in cooperation learning experience importance emphasizes[3].

Group work allows students to learn from each other, share different perspectives, and interact interpersonally. allows to develop skills. Collaborative learning is also critical and reflective stimulates thinking, with students challenging each other's ideas and supportive learning environment to create possible In the group work and in cooperation to learn higher education to the system input through students valuable transferable that will be useful in their professional and personal lives after graduation skills development possible[4].

This method, also Al-Hakim at-Tirmidhi education of students comprehensively development help to give and social solidarity encourage need said to his opinion suitable will come. For this reason, group work and in cooperation to learn done increase each bilaterally education to develop directed wider based on purpose[5].

Students real the world to the experience attraction to do and problems solution to do modern of education important aspect is considered Al-Hakim at-Tirmidhi real in the circumstances application possible has been practical skill and knowledge to teach emphasizes its importance. This includes learning practical experiences such as internships, case studies and experiential learning activities can be achieved by entering the program[6].

students the opportunity to work on real problems and projects through they are critical thinking, problems solution to do and in the team work skills development possible

In addition, such experiences teach students how to apply their knowledge and skills outside of the classroom possible better to understand help will give. From this except students real the world to the experience attraction to do their to study has been interest and activity to increase possible That's it because of higher education institutions students future professional in the activity to success preparation for real the world experience with introduction and problems solution to do own into received teaching methods applications need

Al-Hakim at-Tirmidhi evaluation and to evaluate approach students activities each bilaterally to evaluate help gives, it goes beyond simply testing their ability to memorize and repeat information. Thermal students' knowledge, skills, attitudes and values, as well as what they have learned in practical settings apply ability to evaluate directed whole evaluation approach supports.

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SHE IS critical thinking, creativity and problems solution to do abilities developing to the project based on education, group discussion and portfolio such as to students directed evaluation methods importance emphasizes[7].

Termizi also provides continuous feedback to students to continuously monitor their learning outcomes respectively improve enable giver formative evaluation methods promote does.

From this except she is teachers of students education results different roads with be measured provide and from reliance constraints escape for one how many evaluation methods to use encourages.

In general when Termizi's approach to assessment and evaluation is in line with current trends in higher education, which is to the student oriented, to the result directed evaluation of practice importance emphasizes.

Formative evaluation teaching and of teaching important aspect is because she is to teachers both to the students too defined study goals reach on the way achieved achievements evaluation enable will give[8].

Formative of assessment main purpose of students course or program At the end of the work activities from assessment according to their study trip during to them opinions is to inform. This kind of evaluation strong and weak sides separate show through students the results improve to potential has later on them to improve orientation possible[9].

From this except formative evaluation of students activity to increase help will give, because she is to the students own achievements ownership to do and study in the process active participation reach enable will give. Teachers of students to learn according to feedback collection for different formative evaluation methods, including quizzes, himself evaluation and peers from assessment their uses possible

In general when formative assessment teaching and teaching to the process input of students motivation increase, study the results improve and education quality to increase help will give.

From this except Al-Hakim at-Tirmidhi pedagogical of their views Uzbekistan higher education to the system the introduction possible has been again one important aspect itself reflection carry on and of peers is the integration of feedback[10].

At-Tirmidhi according to himself reasoning conduct - this own education practice, experience and to education has been attitude critical analysis to do and evaluation is a process. Himself reflection carry on activities study to the program input through students their own strong and weak sides deeper understand also own education for responsibility increase possible From this except mutually thought exchange activity to students of each other their work seeing exit and evaluation opportunity to give through study process improvement possible

Not only that to students topic according to different point of view glances will give, perhaps communication to do cooperation to do and constructive criticism in doing important skills to develop help will give[11].

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So since in Uzbekistan higher education to the system himself reflection carry on and mutually opinions input of students activity and thoughtful students being in maturity very useful to be possible

Technology development and worker of strength variable requirements with traditional tests and exams of students knowledge and skills measure for enough not to be possible That's it because of higher education institutions this traditional of methods aside get out of assessment another shapes, for example project based on assignments, scientific studies and portfolios own into take need

This methods the subject deeper to understand help will give, also critical thinking, problems solution to do and cooperation to do skills develops. From this except such evaluations students for more interesting to be can this to them own in their work own creativity and individuality demonstration to do enable will give[12].

From this except this diverse, new evaluation methods for teachers valuable feedback to create can this to them own education approaches evaluation and necessary improvements done increase enable will give. Al-Hakim at-Tirmidhi as noted learning traditional in class teaching from the borders much away stretchableconstant is a process and modern evaluation tools to us of students growth and development more more efficient determination enable will give.

Al-Hakim at-Tirmidhi of pedagogy important element concepts in practice to apply accent is to give This approach, especially high education in the context of current being _ in it students professional in the circumstances applications possible has been knowledge and to skills have to be is expected. Students practical learning to the experience attraction to do through teachers to them topic according to deep the concept to develop and belongs to tasks in execution to qualification have to be help will give. From this except practical apply to students learning of topics relevance to evaluate help will give, this while them more to learn and chose in the fields to advantageurge possible[13].

That's why for teachers to students what they have learned real situations applications for opportunities to create need To this laboratory experiences, group projects, simulations or the field works and another methods enters. At-Tirmidhi knowledge in practice to apply accent to give own students for meaningful and interesting education experience to create striving teachers for valuable can be a tool[14].

Al-Hakim at-Tirmidhi pedagogical their views Uzbekistan higher education to the system to absorb in an attempt occurrence _ possible has been difficulties confession reach necessary. Such from difficulties one traditional teaching methods by learning the rest teachers and of administrators resistance to be possible.

Another challenge may be implementing teaching materials that fit Al-Hakim's vision . From this except all of students new pedagogical from the approach equal to entitled their use provide and she isit may be difficult to ensure that it does not exacerbate existing inequalities.

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However, this is a potential problem there are solutions. To inform them about the merits of al-Hakim's views and to solve their problems to do for teachers and administrators with cooperation to do need to be possible[15].

Al-Hakim's to his views suitable _ study materials work exit new materials in creating researchers and topic according to experts attraction to do through done increase possible Finally, all students infrastructure, technology and teachers qualification an effort to ensure equal access to the new pedagogical approach by investing in training to do need.

Har how new teaching approach or methodology current of reaching main from problems one this to changes is the potential resistance. Al-Hakim at-Tirmidhi's pedagogical views, like any educational theory, are established to practices suitable coming of teachers initial to reluctance face coming possible[16].

To changes resistance while traditional teaching and education methods learned in students too appear to be possible

Students their own in their studies active role from playing according to passive to learn preferred what they saw for new approaches can resist. Teachers emphasize the advantages of the new methodology and its practical application should address this potential resistance by explaining.

Teachers as well as their own teaching to students they need to take the time to help them understand the importance of taking responsibility for that with together belongs to level guidance and feedback present reach need Only then instructors Al-Hakim at-Tirmidhi pedagogical their views Uzbekistan such as higher education in systems successful done to increase hope to do possible[17].

Summary by doing to say maybe higher education in the system pedagogue personnel preparation and their qualification increase place and role cannot be overestimated. It is a necessary skill for teachers to effectively deliver the curriculum to students and knowledge with equipment necessary. This not only the subject to know perhaps efficient teaching strategies, class manage methods and different different to the students adaptation ability too own into takes Teachers this in the fields growth and Provide continuous training opportunities such as workshops and seminars to ensure improvement reach need[18].

Moreover, Al-Hakim at-Tirmidhi pedagogical their views combine teachers preparation and qualification can be a valuable basis for growth. Applying these ideas to teacher training programs and to teachers them in class apply opportunity Create through Uzbekistan higher education system efficient teaching and teaching culture develop, in the end students and whole education to the community benefit to bring possible

Al-Hakim at-Tirmidhi pedagogical of their views main strong from the sides one his critical thinking and the problem solution to do ability accent is to give Today's intensity with changed going in the world students analysis



they need to be able to make, evaluate and solve complex problems. At-Tirmidhi's approach of students thinking ability to develop directed being they are own knowledge real situations apply enable will give[19].

Uzbekistan higher education in the system this approach, especially, the problem solve ability separately appreciated engineering, can be effective in fields such as science and technology. In addition, At-Termizi's pedagogy is innovative and creativity culture encourage possible has been experience and from mistakes a lesson get importance emphasizes.

Uzbek teachers solve future problems by incorporating At-Termizi's ideas into their teaching methods to do thorough preparation seen the problem solution doer qualified and of innovators next generation to form help to give possible[20].

High education system development and in improvement universities and the government between cooperation important important have The role of government in higher education is to ensure that citizens have access to quality educational resources and education standards control to do and in order from comparison consists of Other from the side universities to students the most good education to give and society development contribution adding research their work take to go for is responsible. Universities the government with cooperation when you do they are their own operations and studies for finance and help to get can the government while of the university knowledge and from experience use possible[21].

Such cooperation different in forms to be can for example joint research projects, curriculum development and policy development. After all, universities and Cooperation between governments helps to improve the quality of higher education, which leads to a better-educated and more prosperous population to society take will come.

One of the main contributions of al-Hakim al-Tirmizi's pedagogical views is his special attention to holistic education is that it is focused.

According to him, education is not limited to the transfer of knowledge and skills, but also the personality of a person and values more wider development own into takes His approach of students moral and moral values to educate critical thinking and creativity develop, them of society responsible and efficient member of to be the importance of motivation is emphasized. Such a holistic approach to education is especially relevant in the context of higher education, where students own to the teams meaningful contribution to add able has been each bilaterally developed persons being to grow is expected.

Adopting the pedagogical views of Al-Hakim al-Tirmizi, universities in Uzbekistan have a sustainable development, social can create an environment conducive to accountability and long-term success. Teachers for this students for teacher and example as to the role again one there is attention focus, sympathy, sympathy and citizenship activities such as values to emphasize necessary will be



Al-Hakim at-Tirmidhi pedagogical views Uzbekistan higher education in the system high level useful to be possible has been teaching and to teach rich and wide comprehensive the approach offer is enough.

this essay demonstrates , its emphasis on personal development, critical thinking, and practical application is paramount. of education present trends suitable will come, this his methods current and modern in classes apply enable will give. In addition, his focus on individual differences and learning styles helps teachers understand the needs of diverse students. needs suitable respectively teaching strategies to adapt help will give. At-Tirmidhi their views study to the program input Islamic science and traditions deeper to understand and to appreciate help will give.

However, successful done increase It requires an understanding of the cultural, social and historical conditions of Uzbekistan. Teachers are unique to Uzbekistan education to the landscape suitable and efficient way his methods adaptation and change for in cooperation should work.

In general when At-Tirmidhi pedagogical views education quality increase and in Uzbekistan each bilaterally perfect and qualified experts to grow contribution to add opportunity have

Al-Hakim at-Tirmidhi pedagogical views higher education in the system of students intellectual and moral growth encouraging comfortable education environment to create focus with important important have

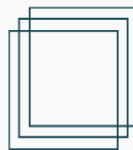
Thermal teacher students with in communication to be complicated topics explaining giving students questions to give encouraging interactive teaching environment importance emphasized.

Conclusion

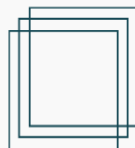
In addition, to the student who takes into account the different knowledge and experiences of students in the formation of Termizi education emphasized the need for a focused approach. In addition, morals and ethics in his education and training Emphasis on integration is important in producing socially responsible graduates capable of making positive contributions to society. is important. Higher education institutions in Uzbekistan to improve their pedagogical practices and student outcomes They can use Termizi's ideas to improve. By adopting Termizi's pedagogical principles institutions intellectual and moral to grow provider encouraging education environment to create to society big contribution add will receive qualified and social responsible graduates Cultivation possible.

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