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"SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS OF STUDYING THE ATTITUDE OF EASTERN SCHOLARS TOWARDS READING BASED ON A HISTORICAL APPROACH."

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Abstract: This article analyzes the pedagogical mechanisms of forming a reading culture in future primary school teachers by studying the scientific heritage of Oriental thinkers. The study highlights the role of the periods of scientific revival in the 9th-12th and 14th-15th centuries, specifically "Baytulhikma", the Ma'mun Academy, and the Ulugbek scientific school in world civilization. The article reveals the socio-historical roots of reading culture and its significance in the modern educational process.

Keywords: reading culture, Oriental scholars, mutolaa (reading), historical approach, reading, book, culture of reading, bookmanship, spirituality, information acquisition, science, love for books, pedagogical education.

Introduction

In an era when ideological confrontations and global information attacks increasingly threaten human consciousness and thinking, fostering a culture of reading among the population has become more urgent than ever. This necessitates modern approaches aimed at encouraging interest in reading, which is a key factor in educating the younger generation as intellectually mature and physically healthy individuals. In this regard, reading books is considered one of the most important means of moral and intellectual development.

As the President of the Republic of Uzbekistan Sh. Mirziyoyev emphasizes, the strength and power of any nation or state in the world is determined primarily by its intellectual potential and spirituality. The Head of State associates such power with the creation of books and libraries as products of human intellect and cognition [1].

Throughout the history of human civilization, the culture of books and reading has always served as a fundamental criterion for determining the spiritual and intellectual level of society. As noted by President Shavkat Mirziyoyev, the preservation and study of historical heritage is one of the most important priorities of state policy.

The Eastern Renaissance (IX–XII and XIV–XV centuries) occupies a special place in world history of science. While the European Renaissance was mainly based on visual arts and literature, the Eastern Renaissance was characterized by the harmonious development of exact and natural sciences—mathematics, astronomy, medicine, chemistry—as well as humanities such as history, philosophy, and literature. The foundation of this scientific flourishing was formed by centuries-old traditions, intellectual schools, and a rich cultural-spiritual environment.

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In particular, the Great Silk Road played an irreplaceable role, ensuring not only economic relations but also intercontinental exchange of information, rapid dissemination of new technologies (paper, silk, gunpowder), and scientific achievements. Through this route, the works of ancient philosophers such as Socrates, Plato, and Aristotle were rediscovered and further developed by Eastern scholars.

Literature review And methods

In this article, the methodological foundations of teaching future educators reading culture were studied using the following scientific approaches:

Historical-genetic analysis: The evolution of writing systems and the emergence of written culture in Central Asia were examined, starting from ancient scripts such as Bactrian, Sogdian, and Orkhon inscriptions.

Comparative-synchronous approach: Scientific activity of major centers such as the "Bayt al-Hikma" in Baghdad and the Khorezm Mamun Academy (IX–XI centuries) was compared with the Ulugh Beg scientific school of the XV century.

Hermeneutic analysis: The essence of ideas on reading and knowledge in the works of scholars such as Al-Khwarizmi, Ibn Sina, and Alisher Navoi was interpreted through the prism of modern educational theory.

It has long been known that book-loving is a human virtue reflecting the level of spiritual maturity. Reading culture is primarily formed within the family. In ancient times, listening to folk epics performed by storytellers at family gatherings, weddings, and social events, as well as fairy tales and legends narrated by grandparents, contributed significantly to the development of reading culture.

Classical traditions such as Shahnameh reading, Khamsa reading, Yassavi reading, Ghazal reading, and Navoi reading emerged through collective family discussions of works by Firdausi, Nizami Ganjavi, Amir Khusrau Dehlavi, Abdurahman Jami, and Alisher Navoi. In the Navoi reading tradition, not only his works were studied, but also those of his followers.

In the 20th century, traditions such as Qodiriy reading, Cholpon reading, Fitrat reading, and Oybek reading emerged through family-based reading of literary works. Many readers of that period knew the novel "O'tgan kunlar" by heart. Today, traditions such as Navoi reading, ghazal evenings, and literary discussions continue to preserve this cultural heritage.

Results

The study generalized the following key findings regarding the attitude of Eastern scholars toward reading culture:

Scientific institutions and libraries: In the IX–XI centuries, major scientific centers such as the Mamun Academy in Khiva and Bayt al-Hikma in Baghdad operated. These centers included large libraries, translation schools, and calligraphy workshops that ensured scientific development.

- Muhammad Musa al-Khwarizmi founded algebra and developed algorithms forming the basis of modern computation.
- Ahmad al-Farghani's "Elements of Astronomy" served as a university textbook in Europe until the XVII century and influenced explorers such as Columbus.
- Abu Ali Ibn Sina authored more than 450 works; his "Canon of Medicine" became a foundational medical text and impressed scholars such as Leonardo da Vinci.
- Abu Nasr al-Farabi, known as the "Second Teacher," enriched world philosophy with more than 160 works.

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- Mirzo Ulugh Beg established an observatory in Samarkand and, in his "Zij," calculated coordinates of 1018 stars with remarkable accuracy, differing from modern calculations by only one minute.

Modern research in educational literature shows that reading culture is closely associated with the concept of literacy culture. According to Safo Matchon, reading is not measured by the number of books read but by meaningful and purposeful comprehension of texts. This highlights the importance of developing competent and thoughtful readers.

Discussion

The life and works of Eastern thinkers represent a powerful example of moral and intellectual courage for modern educators. Their dedication to knowledge and reading—such as Ibn Sina beginning research at the age of 16—serves as strong motivation for students.

Although technologies of book production have evolved from manuscripts to digital formats, the spiritual and moral essence of reading remains unchanged. The reading culture of future teachers directly influences their ability to use information effectively in both academic and professional contexts.

When teaching the heritage of Eastern scholars, it is essential not only to present facts but also to highlight their personal dedication to knowledge as a model for students. For instance, scholars such as Al-Biruni and Ibn Sina, who continued their studies even under difficult conditions, serve as powerful sources of inspiration.

Conclusion

In conclusion, reading culture plays a fundamental role in the formation of spiritually mature individuals, and the family remains the primary foundation of this process. It is essential to teach learners not merely to read texts, but to understand their meaning and draw correct conclusions from them.

The importance of reading culture has long been recognized in Uzbek society as a core spiritual value. The life paths of great scholars clearly demonstrate that books illuminated their lives like a guiding light.

Studies show that students' level of reading culture is closely connected with the development of literature and societal progress. The works of Mahmud Kashgari, Al-Khwarizmi, Rabguzi, Khondamir, Yusuf Khos Hajib, Alisher Navoi, Babur, Binoi, and Husayn Vaiz Koshifi contain valuable ideas about reading culture.

The scientific rise of the Eastern Renaissance was the result of economic stability, openness of trade routes, and strong state support for science. Studying historical heritage forms national and universal values in future teachers, which is essential for the spiritual and material development of society.

Effectively utilizing the rich heritage of our ancestors and transmitting it to the younger generation remains one of the key responsibilities of modern educators.

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