Tools for Improving the Management of Educational Institutions Through The Works of Eastern Thinkers

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Abstract *Reflections on the delicacy, responsibility and complexity of the teaching profession, as well as the honorable nature of the teacher's skills, requirements for them, views on their qualities, communication skills, culture of behavior are expressed in the works of Shark thinkers.*

Keywords: *Improving, Eastern Thinkers, Management, Educational Institutions.*

Introduction

Various aspects of the spiritual and cultural aspects of the East, especially during the Renaissance period, were very developed. Abu Nasr Farabi, Al-Khorazmi, Abu Ali ibn Sina, Abu Rayhan Beruni, Abdurrahman Jami, Jalaluddin Davani, Alisher Nawai and many other thinkers who lived and worked in this period coaches in the development of pedagogical thinking works serve as an important resource for the spiritual and moral maturity of young [1,2, 3, 4, 5, 6, 7,8, 9].

Main Part

The great scientist of the East, the encyclopedist Farobi (873-950) put forward instructive thoughts about the role of the teacher in public life and its characteristics [10, 11, 12, 13, 14, 15, 16, 17, 18].

Faroby says, "A teacher, should have a mind, beautiful speech, be able to fully and clearly express the thoughts that he wants to convey to his students." At the same time, he must value his dignity and be fair. Only then will he have a high level of humanity and reach the peak of happiness," he says. The thinker is a great person who has the ability to objectively, fairly and rationally comment on a number of qualities that are characteristic of the teacher's personality. Therefore, these comments, scientific applications, deep reflections, instructive remarks have not lost their relevance [19, 20].

Abu Ali ibn Sina (980-1037) is the great encyclopedist of the East, one of the most famous representatives of world science and culture. In his reflections on morality, he glorified moral virtues and sharply condemned moral vices and evil. The scientist took a serious and creative approach to education. Many of his thoughts about the upbringing and education of a child surprise with their deep content, humanity and depth.

Ibn Sina attached great importance to the educational process and considered it necessary to organize it fundamentally:

1. The book should not attract the reader suddenly.
2. Training should be carried out gradually, from simple to complex.
3. Education provided to students must be age appropriate.
4. Training should be organized in a team style.
5. Teaching should be carried out taking into account the inclinations and abilities of the student.
6. Training should be combined with exercise.

Ibn Sina paid great attention to the role of the teacher in his writings on education. The teacher considered the choice an important issue.

He recommends engaging with the child as soon as he turns 6 years old. The educator emphasized the need to be honest, wise, fair, neatly dressed, courteous, and set a number of requirements for those who teach and educate the younger generation. According to him:

1. Educator - must be strict in dealing with children.
2. The teacher should watch how the students learn.
3. In the process of teaching, the teacher must use various methods.
4. The teacher must know the memory and other mental abilities of the student.
5. The educator must apply appropriate punishments in the upbringing of children, interest them in science, forcing them to repeat what they have learned.
6. Before expressing his opinion to the student, the teacher must understand the essence of the matter, then explain it in a short literary language, avoiding unnecessary conversation.
7. Each thought must be confirmed by the truth, must be emotional in children.

In his opinion, "... A teacher should be a stubborn person, with a clear conscience, honest, who knows well the methods of raising children and the rules of ethics. The teacher must be able to study the entire inner and outer world of the student and penetrate into the layers of his consciousness. According to Abu Ali ibn Sina, the teacher should first of all love, respect and be kind to children. If the child does a good job, he should be encouraged at the right time, sometimes praised, and if not, then reprimanded. But, says Ibn Sina, the reproach should not concern the dignity of the child, and concessions to the student will lead to the fact that the child will become self-willed, says Ibn Sina.

Ibn Sina's thoughts on science, education and teachers indicate that he had deep knowledge and extensive experience in these matters.

Yusuf Hos Hadjib (11th century) - a great scientist, great epic, businessman, statesman. In his pedagogical views, the main place is occupied by the ideas of unity with the people and justice. According to the scientist, the greatness of a person, the mind, the ability to speak, knowledge, scholarship is the possession of a craft.

According to Yusuf Hos Khoib, everyone should grow up worthy of society. Raising children should start very early. Only in this case you will not be able to condone their inappropriate behavior. To do this, invite a well-intentioned and clean coach. Only then will our children receive a proper education.

Conclusion

So, Central Asian thinkers and Uzbek intellectuals believe that a teacher must have a strong memory, will and thinking, intelligence, beautiful speech, show diligence and determination on the way to achieve the intended goal, be able to find the right path to the spiritual world of his students, influence them, be conscientious, they emphasize in their works that one must act as a sincere, polite, feminine, hardworking, responsible person.

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