

A COMPARATIVE STUDY OF EASTERN AND WESTERN LITERARY TRADITIONS

Ochildiyeva Madina

CHSPU faculty of tourism

Foreign language and literature 3rd stage student

+998 93 098 69 04

Scientific advisor: Abduramanova Diana Valyerevna

Abstract. *This article talks about the importance of the formation of Eastern traditions in students and its pedagogical content.*

Key words: *spiritual education, quality of education, moral consciousness, purity, upbringing in the spirit of patriotism, social and moral requirements, behavior, moral education, moral standard.*

Understanding the national identity of each nation begins with studying its spiritual heritage. The spiritual heritage of the peoples of the East has been filled with deep moral values since time immemorial. "Loyalty, loyalty, singing purity is one of the sacred themes that have been going on in Eastern literature since ancient times. The great poets of the East have described these ideas with great passion and unquenchable devotion in various genres. This strong moral code has become embedded in the lives and minds of our peoples and has acquired a great social meaning," wrote Orientalist scientist Najmiddin Komilov. In fact, moral values such as courage, generosity, bravery, loyalty, loyalty, honesty, self-sacrifice began to be expressed in epic works, which are one of the oldest forms of art of words. The great thinkers of the East, in the process of moral perfection, comprehensive development, spiritual and educational development of a person, pass from different historical stages - from ignorance, ignorance to knowledge, from evil to goodness, from barbarism to humanity, society also develops in this way. The struggle between two alternative beginnings - evil and goodness, ignorance and perfection, determined by the development of man and society, leads to the realization of man as a possessor of intelligence.

The way of moral education that is relevant for all times is the principle of exemplification. In the family, first of all, as mentioned above, parents should be a moral example for the child. It should not be overlooked that teachers are accepted as personal role models by their students, from the teaching methods of their teachers in schools and universities to their unobtrusive behavior. The views of Confucius have a special place in the history of socio-philosophical thoughts in ancient China. He made a great contribution to the development of socio-philosophical thoughts in ancient China. In the thinker's work "Aphorisms", moral issues occupy a central place in the deep philosophical views. Confucius, who relied on the traditions, heritage, and order of the ancient ancestors, believed that the fame of the past will elevate their generations, the real basis of society, to further strengthen the foundations of ancient traditions. spiritual and educational about the revival of our national ceremonies and holidays, the historical memories of our ancestors we can see in our

reforms. Socrates (469-399 BC) is an ancient Greek philosopher. In the opinion of Socrates, who was an active participant in the social life of Athens, was involved in the education of young people, and was a superstitious person, moral issues should be at the center of philosophy.

The development of society, peace and tranquility, prosperous life depends on the state of morals and manners. Because these issues have a great place in Eastern philosophy, our people and great scholars respectfully mention the name of Socrates and follow his advice on ethics. Depicting the world through mystical thinking is related to religious ideas, and it is the representation of the forces of nature through the activities of individuals. But it was manifested as a complex of knowledge about nature and human society accumulated over the centuries. Only philosophy based on logical thinking made it possible to free human thought from mythical traditions and the chains that tied it to direct emotional impressions. In this respect, epic works depend on the period of their creation, although the names of the heroes are preserved, but logicity prevailed in the description of events. Accordingly, with the development of society, its plots gradually changed based on the demands of life. The essence of this process is clearly expressed in the following thoughts of Professor Muhammadjon Imomnazarov: "The first period of spiritual development of humanity - the primitive community and the ancient world mainly rely on mystical thinking. Literature in the literal sense began to appear in our region only a little before the Holy Quran was revealed.... After comparative research of all the knowledge they had created, they were convinced that all the existing knowledge that mankind has understood is in essence in accordance with the belief of Monotheism.... This revolutionary development in human spiritual development as a result of the change, humanity rose above the level of mystical thinking, which was the basic way of thinking of people in the primitive community, partly in the Ancient World and the Middle Ages, and developed logical thinking (that is, thinking based on cause-and-effect relationships), symbolic thinking (that is, expressing one's views by means of symbols and symbols), historical thinking (making conclusions based on information obtained from various sources) and the main types of thinking of the present time and based on them types of thinking (scientific thinking, artistic thinking, etc.) began to form perfectly."

Objectives and means of moral education, K.D. Ushinsky believes that in order for a person to mature, his physical, mental and moral growth should be compatible with each other. Therefore, he defines education as a conscious process aimed at a certain goal in the formation of a person who has grown up harmoniously (from all sides). In Ushinsky's opinion, moral education should develop humanity, conscientiousness, honesty, hard work, discipline and sense of responsibility, modesty, and self-worth in a child.

In conclusion, it should be said that the ideas of Eastern and Western scholars on moral education were reflected in the works of the Enlightenment. Muhammad al-Khorazmi, Abu Nasr Farabi and Abu Rayhan Beruni pay special attention to the spiritual and moral maturity of the teacher. According to them, a good teacher differs from others in one aspect, that is, he He gladly teaches the knowledge he has to young people, he can be an example for them in every work. Thus, not only the artistic plot, historical and legendary events in the eastern epic traditions, but also the moral values that constitute deep life wisdom in them attracted the

attention of readers and became more refined over the centuries. In the present era, when social life is becoming globalized, the role of moral values is incomparably greater. Therefore, we believe that the use of epic traditions of the East in order to form the high qualities and moral values characteristic of our oriental mentality in the mind and behavior of young people will give the expected results.

REFERENCES:

1. A. Malonova, B. Normurodova. "Methodology of educational works". Study guide. Tashkent, "FAN" 2008.
2. Abu Rayhan Beruni. Hindostan.- T. Fan, 1966, 25 p.
3. Komilov N. Sufism or perfect human morality. K.1. -T.: Writer. 1996. Sheikh Azizuddin Nasafi. A perfect person translated by G. N. Komilov. - Turkestan. 2000 August.
4. Pedagogical T., "Teacher" - 1998.y.
5. Ismailova Z. Methodology of educational work - T: Istiqlal, 2003.
6. Shodmonova Sh., Tilobova N. Educational technology from the subject "Methodology of educational work" - T.TDIU, 2006.y.