

## STUDENTS OF "USULI JADID" SCHOOLS IN AYNİ'S INTERPRETATION

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**Abstract.** This article provides a scientific and theoretical analysis of Sadriiddin Ayni's views on the students of "Usuli Jadid" schools.

**Keywords:** Pedagogical, creativity, ability, student, knowledge, enthusiasm, science, teaching, creativity, teacher, activity, etc.

## УЧАЩИЕСЯ ШКОЛ «УСУЛИ ДЖАДИД» В ИНТЕРПРЕТАЦИИ АЙНИ

**Аннотация.** В статье дается научно-теоретический анализ взглядов Садриддина Айни на учеников школ «Усули джадид».

**Ключевые слова:** Педагогический, творчество, способность, ученик, знания, энтузиазм, наука, преподавание, творчество, учитель, деятельность и т.д.

A teacher's independent pedagogical creativity does not emerge spontaneously. While we may analyze the objective conditions under which creativity manifests, reality shows that these conditions alone do not make a teacher creative. The potential must be realized in the teacher's actual work. In fact, there are teachers who, despite mastering teaching techniques, fail to make their lessons engaging or inspire a thirst for knowledge in their students. Such teachers themselves derive no joy from their work.

To prevent this, future teachers must begin working on their self-development while they are still students. They must cultivate the personal qualities and skills that will make their teaching career fulfilling and creative.

It is also important to recognize that any subject can be taught creatively. D.I. Mendeleev emphasized that a conscientious and kind teacher can effectively influence students regardless of the subject being taught. Similarly, the great Russian mathematician and educator P.L. Chebyshev believed that a music teacher, through their lessons, could have a greater impact than other teachers by making their subject come alive.

What qualities should a teacher possess? What attributes must they cultivate to engage in creative teaching?

A modern teacher should have a dialectical worldview, be socially active, and possess a deep and comprehensive knowledge of their subject. Additionally, they must demonstrate high moral values, strong willpower, and a well-rounded education.

Teachers should also study their students and be able to analyze their own activities. They must possess specific pedagogical skills, including:

The ability to present material clearly and concisely, highlighting key issues.

Observation skills that allow them to understand students' personalities and psychological states in different situations.

The ability to quickly and accurately assess situations.

Independent thinking and organizational skills.

However, even if a teacher possesses these skills, they may not be sufficient unless they also cultivate the necessary character traits for working with children. These include:

Determination – The ability to overcome difficulties in their work.

Perseverance – The ability to suppress distractions that hinder goal achievement.

Self-control – The conscious regulation of thoughts, emotions, and moods to achieve educational goals.

Firmness – The ability to exert mental effort in difficult situations.

Sensitivity and politeness, humility, and self-discipline.

These qualities and traits are not given to teachers in a ready-made form. Instead, they develop as a result of professional improvement—a complex and individual process for each teacher. However, by examining the experiences of successful teachers, we can identify common characteristics and stages in the mastery of teaching.

The development of a teacher begins during their student years when they study the theoretical foundations of their future profession and acquire basic teaching skills. Mastering the fundamentals of teaching techniques early on is crucial. A.S. Makarenko emphasized the importance of seemingly minor aspects such as posture, gestures, facial expressions, voice modulation, and even the way a teacher enters and exits a room.

A teacher's creativity and first pedagogical discoveries begin with their initial independent steps in a school setting. This process involves a psychological transformation: they transition from being students to becoming teachers. Consequently, their perspective on and approach to the pedagogical process changes. They no longer just absorb educational knowledge but start applying it in practice, developing their own methods along the way.

As novice teachers gain experience, they develop the ability to observe their own actions critically. They acquire the skill of observation, enabling them to consciously and systematically collect pedagogical insights. Over time, they refine their self-analysis and self-assessment abilities.

At the next stage, as they compare observations and accumulate sufficient data, they develop the ability to identify essential elements of their work, anticipate challenges, and plan their future teaching activities more deliberately.

They begin to consolidate successful practices while discarding ineffective ones. This leads to the formation of pedagogical intuition, allowing them to quickly apply appropriate teaching strategies in unexpected situations.

At this point, it is useful to refer to K.D. Ushinsky's idea that experience alone is not enough—what matters is the ability to reflect on that experience. He argued that a practical teacher must independently interpret and analyze the facts they have gathered. He stated:

*"What is teaching experience? It is the number of educational situations a teacher has encountered. However, if these situations remain mere facts, they do not constitute true experience."*

The stages outlined here do not define the entirety of a teacher's creative journey. Rather, they represent a generalization of how teachers improve their qualifications over time. The skill of self-observation, for example, may not develop immediately, but the ability to analyze and assess one's own actions is crucial from the very beginning.

A teacher's ability to understand pedagogical facts deepens over the years, but they must start collecting these insights early in their career. Thus, throughout all stages of their development, a teacher continuously enhances their ability to understand their profession and independently organize their work more effectively.

Sadriddin Ayni's views on *Usuli Jadid* school students highlight the importance of creative and effective teaching methods. He emphasizes that a teacher's success depends not only on their knowledge but also on their ability to inspire students and engage in self-improvement. The process of becoming a great teacher involves continuous learning, self-reflection, and the cultivation of essential character traits.

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