

THE PEDAGOGICAL IDEAS OF IMAM BUKHARI

Abdullayeva Shakhlo Akmaljon kizi

Student of Andijan State Foreign Languages Institute

This article enumerates the pedagogical ideas of Imam-Al-Bukhari that is important to use while teaching.

Key words: *Imam Bukhari, teacher, students, technique, Hadith, lesson.*

The position of Imam Bukhari and his teaching experiments are used as proverbs in literature. He became the teacher of the teachers. This means that the teaching methods of Imam Al-Bukhari are like a great example for both teachers and students. So, it's important for us to study how he taught, so that teachers in Islamic schools and other modern learning places can learn from his effective teaching style.

Imam al-Bukhari, whose full name is Abu Abdullah Muhammad ibn Ismail al-Bukhari, was a prominent Islamic scholar and hadith compiler who lived in the 9th century CE. He lived for several years in cities such as Homs, Baghdad, Kufa, Wasit, Balkh, Nishapur, Ashkelon, and Marv, collected and wrote hadiths and taught many talibs. From the age of twenty, he began to publish books. "Al-Jame' asSakhish", "Al-alab al-mufrad", which belong to his pen. "At-tarikh al-kabir". Works such as "At-tarikh-saghir", "Al-Qiraatu khalfa-l-imam", "Raful-yadayni fi-ssalati" are now kept in the book treasures of our republic. After Imam Bukhari returned from Nishapur to his original homeland - Bukhara, for some time he taught the science of hadith to the students of science.

He is best known for his work in the field of hadith, specifically for his compilation of hadith collections, with his most famous work being Sahih al-Bukhari. While his primary contribution was in the field of hadith, his pedagogical ideas and methods can be gleaned from his life and works. Moreover Imam Bukhari describes moral values in his work "Al-adab al-mufrad" ("Masterpieces of Adab") "Al-Jame' al-Sahih", which is recognized as the second religious source after the Holy Qur'an.

In this work, Imam Bukhari talks about morals and manners, he calls on people to respect their parents, to honor their mother, to be kind, pure and faithful, and to do good is the holy duty of a person. emphasizes. Here are some key pedagogical ideas associated with Imam al-Bukhari:

1. **Rigor and Authenticity:** Imam al-Bukhari was known for his unwavering commitment to the authenticity of hadith. He established strict criteria for accepting hadith, which included a continuous and unbroken chain of reliable narrators (isnad) and the moral character and reliability of each narrator (adala). His emphasis on authenticity aimed to ensure that only the most reliable and genuine sayings and actions of Prophet Muhammad (peace be upon him) were preserved, setting a high standard for Islamic scholarship.

2. Collecting and Organizing Knowledge: Imam al-Bukhari's pedagogical approach involved collecting and organizing knowledge systematically. His Sahih al-Bukhari is arranged thematically, making it easy for students and scholars to access specific hadith related to various aspects of Islamic practice and belief. This organizational structure made it a valuable resource for both teaching and learning.

3. Critical Thinking and Independent Scholarship: Imam al-Bukhari encouraged critical thinking and independent scholarship. He was known to be extremely cautious when accepting hadith, and he would rigorously investigate the authenticity of each narration. This commitment to critical analysis and independent judgment set an example for his students and subsequent generations of scholars.

4. Moral and Ethical Training: Imam al-Bukhari placed great importance on the moral and ethical character of narrators. He believed that the character of those transmitting hadith was essential to preserving the integrity of the tradition. This emphasis on moral and ethical conduct likely influenced his approach to teaching and mentoring students, emphasizing the importance of good character and integrity in the pursuit of knowledge.

5. Transmission of Knowledge: Imam al-Bukhari, like many scholars of his time, relied heavily on the oral transmission of knowledge. He traveled extensively, seeking out scholars and students to learn from and share his knowledge with. This personal interaction and transmission of knowledge were crucial aspects of his pedagogical approach.

6. Exemplification of Piety: Imam al-Bukhari's personal piety and devotion to Islam served as a model for his students. His dedication to prayer, recitation of the Quran, and adherence to Islamic ethics were evident in his daily life, setting a living example for those who studied under him.

In summary, Imam al-Bukhari's pedagogical ideas centered on the rigorous authentication of hadith, the organization of knowledge, critical thinking, moral and ethical conduct, the transmission of knowledge through personal interaction, and the exemplification of piety. His approach to hadith compilation and scholarship has had a profound and lasting impact on Islamic education and remains highly respected within the Islamic tradition.

REFERENCES:

1. Sahih-Al-Bukhari, Babo Fadl-Al-Ilm, Vol:1, p.14
2. Sahih-Al-Bukhari, Al-Adab-Al-Mufrad 8
3. Sahih-Al-Bukhari, Babo Man Rafa Sawtaho BilElm, Vol:1, p.14
4. Sahih-Al-Bukhari, Babo man So`ela Elman Wa Howa Mushta`el Fi Hadisihi, Vol:1, p.14
5. Sahih-Al-Bukhari, Babo Twarhullmami-Al.Masalati Ala Sahabihi Liyokhtabira Ma Enda hum min-Al-Ilm, Vol: 13, p.134.

6. Мирзакаримова М. М. Умумтаълим фанларини тадбиркорликка йўналтириб ўқитиш тизими //Science and Education. – 2020. – Т. 1. – №. 4. – С. 97-103.
7. МИРЗАКАРИМОВА МАХЛИЁХОН МАДАМИНЖОНОВА (2022) “ХОРИЖИЙ ТИЛЛАРНИ ТАДБИРКОРЛИККА ЙЎНАЛТИРИБ ЎҚИТИШНИНГ ДИДАКТИК АСОСЛАРИ”, Novateur Publications, (1), pp. 1–128. Available at: <http://novateurpublication.org/index.php/np/article/view/23> (Accessed: 26 August 2023).
8. Мирзакаримова М. М. Замонавий шароитларда умумтаълим фанларини тадбиркорликка йўналтириб ўқитиш тизими //Science and Education. – 2020. – Т. 1. – №. 4. – С. 216-222.
9. Mirzakarimova M. M. The Necessity to Develop Students' Entrepreneurial Skills in English Classes //Telematique. – 2022. – С. 7128-7131.
10. Mirzakarimova M. EFFECTIVENESS OF STUDENTS'ENTREPRENEURIAL SKILLS DEVELOPMENT THROUGH CLIL TECHNOLOGIES //Академические исследования в современной науке. – 2023. – Т. 2. – №. 8. – С. 92-94.
11. Madaminjonovna M. M. K. L. METHODOLOGY OF EDUCATIONAL TEACHING OF GENERAL SCIENCES.
12. Madaminjonovna M. M. Innovative Methods and Tools for Developing Students' Entrepreneurial Skills Using CLIL Technologies //International Journal of Human Computing Studies. – 2023. – Т. 5. – №. 3. – С. 15-17.
13. Мирзакаримова М. М. ESSENTIAL COMPOSITION OF ENTREPRENEURSHIP FUNCTIONAL LITERACY //INTERNATIONAL SCIENTIFIC AND TECHNICAL JOURNAL “INNOVATION TECHNICAL AND TECHNOLOGY”. – 2020. – Т. 1. – №. 1. – С. 63-65