



**METHODOLOGY OF PREPARING STUDENTS FOR PROFESSIONAL
ACTIVITY IN THE PEDAGOGICAL VIEWS OF AL-FARABI**

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Abstract. *This article analyzes the methodological foundations of preparing students for professional activity based on the pedagogical views of Al-Farabi. The study highlights his ideas on intellectual, moral, and practical education as integral components of professional training. The paper argues that Al-Farabi's conception of harmonizing knowledge, ethics, and social responsibility serves as a theoretical foundation for modern competency-based education. His works, particularly Al-Madina al-Fadila (The Virtuous City), provide a philosophical model for shaping morally mature and professionally competent individuals.*

Keywords: *Al-Farabi, professional training, pedagogy, moral education, competency-based approach, intellectual development, higher education methodology.*

Introduction. The issue of preparing students for professional activity has become one of the most important tasks of modern higher education. Rapid technological development, globalization, and social transformation require specialists who are not only knowledgeable but also morally responsible and capable of independent thinking.

The philosophical and pedagogical heritage of Al-Farabi (872–950), one of the greatest scholars of the Islamic Golden Age, provides valuable theoretical insights into the formation of a harmoniously developed individual. His educational ideas emphasize the unity of intellectual perfection, moral virtues, and practical skills. These ideas remain relevant for contemporary professional education.

1. Theoretical Foundations of Al-Farabi's Pedagogical Thought.

1. Concept of Human Perfection. Al-Farabi considered human beings as social and rational creatures whose perfection is achieved through education and participation in society. In *The Virtuous City*, he explains that true happiness (sa'ada) is attained when a person develops intellectual knowledge and moral virtues while contributing to the common good.

Explanation: For Al-Farabi, education is not limited to knowledge transmission. It is a comprehensive process aimed at achieving intellectual excellence and moral refinement. Professional preparation, therefore, is part of the broader process of achieving human perfection.

2. Classification of Sciences and Its Pedagogical Significance.

Al-Farabi classified sciences into theoretical and practical disciplines.

Theoretical sciences aim at understanding truth (e.g., metaphysics, mathematics, logic).

Practical sciences guide human behavior and social life (e.g., ethics, politics).





Explanation: Professional training is closely connected to practical sciences, yet it must be supported by theoretical knowledge. This dual structure reflects modern competency-based education, where cognitive knowledge and applied skills are integrated.

2. Goals and Objectives of Professional Preparation in Al-Farabi's Thought.

1. Main Goal: Formation of a Virtuous Specialist. According to Al-Farabi, the ultimate goal of education is to prepare a virtuous and competent individual who benefits society.

This includes:

1. Intellectual development (acquisition of knowledge);
2. Moral cultivation (development of virtues);
3. Practical mastery (professional competence);
4. Social responsibility.

Explanation: Modern professional education similarly emphasizes soft skills, ethical standards, and social responsibility alongside technical competence.

2. Tasks of Professional Preparation. Al-Farabi's pedagogical system implies several essential tasks:

- a) Development of logical thinking;
- b) Formation of independent reasoning;
- c) Cultivation of discipline and responsibility;
- d) Integration of theory and practice.

These tasks align with contemporary educational standards focused on critical thinking and lifelong learning.

3. Teaching Methods in Al-Farabi's Pedagogical System.

1. Dialogue and Discussion Method. Al-Farabi emphasized the importance of dialogue between teacher and student.

Explanation: Through discussion, questioning, and debate, students strengthen their reasoning abilities and deepen their understanding. This resembles modern interactive teaching methods such as seminars, case discussions, and collaborative learning.

2. Logical Analysis Method. Al-Farabi regarded logic as the foundation of all sciences.

Explanation: Logical thinking enables students to analyze problems, compare alternatives, and reach sound conclusions. In professional education, this is crucial for decision-making and problem-solving competencies.

3. Practical Application Method. Al-Farabi argued that knowledge must be reinforced through practice.

Explanation: Professional readiness cannot be achieved through theory alone. Practical exercises, simulations, internships, and real-life problem-solving activities are necessary to transform knowledge into competence.

4. Moral Education as the Core of Professional Competence.

1. The Role of Virtues In Al-Farabi's view, knowledge without morality can be harmful. Therefore, moral education is inseparable from professional training.





He emphasized virtues such as:

- a) Wisdom;
- b) Justice;
- c) Courage;
- d) Honesty;
- e) Moderation.

Explanation: In contemporary terms, these virtues correspond to professional ethics, integrity, accountability, and social responsibility.

2. The Teacher's Role. Al-Farabi placed great importance on the personality of the teacher. A teacher must be knowledgeable, morally upright, patient, and exemplary.

Explanation: Professional preparation is not only about curriculum but also about mentorship. The teacher's moral authority significantly influences students' professional identity formation.

5. Methodological Model of Professional Preparation Based on Al-Farabi

Based on his ideas, a four-stage methodological model can be proposed:

Stage 1: Theoretical Foundation. Mastery of scientific knowledge; Development of logical reasoning.

Stage 2: Practical Skill Formation. Applied training; Professional practice and internships.

Stage 3: Moral and Ethical Development. Study of professional ethics; Cultivation of responsibility and integrity.

Stage 4: Creative and Independent Activity. Research projects; Innovative problem-solving; Independent professional decision-making.

Explanation: This staged model integrates intellectual, practical, and moral dimensions, reflecting a holistic educational philosophy.

6. Relevance to Modern Higher Education. Al-Farabi's pedagogical ideas correspond closely to modern competency-based approaches in higher education. His emphasis on:

- a) Unity of knowledge and action;
- b) Integration of theory and practice;
- c) Moral responsibility;
- d) Social contribution

provides a timeless methodological framework.

In today's context, where professional competence includes critical thinking, ethical awareness, adaptability, and innovation, Al-Farabi's philosophy remains highly актуал.

Conclusion. Al-Farabi's pedagogical heritage offers a comprehensive methodological basis for preparing students for professional activity. His philosophy integrates intellectual development, practical mastery, and moral education into a unified system.

The relevance of his ideas to modern education lies in the holistic approach to personality formation. By incorporating his principles into contemporary professional training models,



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higher education institutions can cultivate competent, ethical, and socially responsible specialists.

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