

THE ROLE OF ABU ALI IBN SINA'S IDEAS IN THE DEVELOPMENT OF PEDAGOGICAL SCIENCE

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Abstract: *This paper examines the pedagogical ideas of Abu Ali Ibn Sina, focusing on his views on education, moral development, and the pursuit of knowledge. Ibn Sina emphasized the importance of logical thinking, personal learning, and the application of knowledge in life. His educational philosophy also highlighted the role of teachers in fostering both intellectual and emotional growth in students. The paper reviews key aspects of Ibn Sina's teachings and their relevance to modern educational practices.*

Key words: *education, training, medicine, ignorance, scientist, generosity, logic, philosophy, wisdom, contentment.*

Abu Ali Ibn Sina (Avicenna) was a great scholar who left a significant mark not only in medicine but also in the field of pedagogy. His ideas contributed not only to the flourishing of medieval Eastern culture but also to the development of key principles in education and upbringing.

As we know, Ibn Sina, like other thinkers, expressed his views on education and upbringing in connection with his socio-philosophical ideas, interpreting them in special treatises. Abu Ali Ibn Sina calls for acquiring knowledge, which he considers the first criterion for achieving perfection. He argues that science must serve humanity by uncovering the laws of nature and passing them on to future generations. To achieve this goal, he states, one must not fear challenges.

"O brothers! The bravest of people do not fear difficulties. The one who refuses to strive for perfection is the most cowardly of all," he declares. According to Ibn Sina, a knowledgeable person is courageous, unafraid of death, and strives solely to uncover the truth. In contrast, ignorant people are unenlightened and incapable of understanding the truth, and thus he includes them among the underdeveloped. He emphasizes that scientific ideas should be kept hidden from such individuals.

1. The Harmony of Education and Upbringing



Ibn Sina believed that education and upbringing are fundamental and complementary factors in shaping an individual. He emphasized the importance of nurturing a child's moral character alongside developing their intellectual capabilities.

2. Approach to Children's Education

Ibn Sina advocated for tailoring education to the age and individual characteristics of children. He recommended fostering the physical, moral, and intellectual development of children from an early age.

3. Scientific Approach and Critical Thinking

Ibn Sina promoted a scientific approach and the encouragement of critical thinking in education. In his works, he highlighted the interconnectedness of science and education, supporting the study and advancement of human knowledge.

4. The Importance of Practical Education

Ibn Sina was a proponent of integrating theory with practice. He stressed that knowledge should not remain theoretical but must also be applied in practice.

He further asserts that to understand the truth, one must have knowledge. However, not all knowledge leads to truth; one must also understand logic to verify the validity of one's knowledge. Ibn Sina's teachings on educational methods are grounded in the idea that acquiring knowledge requires relying on logical thinking, personal observation, and experience.

Ibn Sina highlights the necessity of teaching children in schools and emphasizes the following points regarding education:

- Do not burden children by immediately making them focus solely on books.
- Providing education by progressing from simple to complex concepts;
- Ensuring that exercises are appropriate for children's age;
- Focusing on teaching in a group setting at school;
- Considering children's interests, inclinations, and abilities when providing education;
- Combining education with physical activities.

These requirements are valuable as they align with modern educational principles.

Ibn Sina devotes a special section to these issues in his work “*Tadbiri Manzil*” under the chapter “Teaching and Raising Children at School”



(“*Omuzish va Parvarishi Farzand dar Madrasa*”). In this chapter, he elaborates on the process of education and upbringing. The above principles emphasize not superficial learning but rather comprehensive and profound knowledge acquisition.

Teaching students is a teacher's responsible duty. Accordingly, Ibn Sina provides guidelines on the qualities of an educator, which include the following:

- Being calm and serious in interactions with children;
- Paying attention to how well students are absorbing the knowledge being taught;
- Using various methods and approaches in education;
- Understanding the students' memory, learning abilities, and personal characteristics;
- Engaging students in the subject matter;
- Highlighting the most important aspects of the knowledge being imparted;
- Presenting knowledge in a way that is understandable and suited to the student's age and intellectual level;
- Ensuring that every word resonates with the children emotionally.

Ibn Sina's educational philosophy prioritizes genuine knowledge acquisition and developing independent, logical thinking, as well as the ability to apply learned knowledge in practice. His teachings aim to cultivate intellectual growth, resilience, and moral character.

In his educational philosophy, regardless of the methods used—be it verbal explanations, vivid discussions, or experiments—the *primary goal is to foster genuine knowledge, independent and logical thinking, and the ability to apply the knowledge in practice.*

This principle is reflected in his work "*Hay ibn Yaqzon*" (The Living Son of the Awake). Ibn Sina himself stated that the book is about the science of wisdom. In this work, he narrates how the pursuit of knowledge opens one's eyes, leading to the appearance of Reason (*Hay ibn Yaqzon*) and unveiling the essence of knowledge. He portrays Reason and Knowledge as immortal, ever-vigilant, unaging, and radiant. Through reflection and engagement, one learns the traits necessary for moral self-restraint and righteousness.





Commemorative medal issued by the UNESCO in 1980 to mark the 1000th birth anniversary of Ibn Sina. The obverse depicts a scene showing Avicenna surrounded by his disciples, inspired by a miniature in a 17th-century Turkish manuscript; whilst on the reverse is a phrase by Avicenna in Arabic and Latin: “Cooperate for the well-being of the body and the survival of the human species” ([Source](#)). The UNESCO established the [Avicenna Prize for Ethics in Science](#) in 2002 (see brochure: [Avicenna and the ethics of science and technology today](#), UNESCO, 2004).

Teacher training. Ibn Sina perceives how important it is to make a good choice of teacher, and to give him a good theoretical and moral training. Indeed, the teacher's role in educating young people goes beyond presenting them with facts, for students acquire from their teachers a great many habits, ideas and values. Therefore, Ibn Sina requires that the teacher should be an excellent person, discerning the values of society and moral virtues so that the students will follow him as a guide and model. Ibn Sina says: 'The educator must be intelligent, a man of religion, [...] skilful at instructing children, dignified, calm, far removed from foolishness or pleasantries, not given to levity or slackness in the youth's presence; neither rigid nor dull; on the contrary, he should be kind and understanding, virtuous, clean and correct. He is one who has served the leaders of the nation, knows the kingly virtues in which they take pride and the correct manners used in society'.

Ibn Sina noticed that the teacher not only conveys knowledge and facts to his students, but brings them into contact with those values and ideas in which he believes, and those manners and virtues with which he is endowed. If he for his part transmits knowledge with care and feeling, then



the students will copy his manners and his virtues, effortlessly and without realizing it, in the process of 'learning by imitation'.

This glance at Ibn Sina's educational thinking shows him as an original thinker, with distinctive educational views. In addition, he was the leader of a philosophical school which influenced education both in the Islamic east and the Christian west. For these many reasons, we still have a great deal to learn from him today.

CONCLUSION

Abu Ali Ibn Sina's views on pedagogy remain relevant in today's education and upbringing systems. His ideas on human development and the importance of education are reflected in modern pedagogical practices. For this reason, Ibn Sina is rightly regarded as a thinker who made a profound contribution to the progress of pedagogical science.

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