

ACTIVITIES OF EDUCATIONAL INSTITUTIONS DURING THE REIGN OF AMIR TEMUR AND THE TEMURIDS

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Abstract: This article, along with the policies pursued during the reign of Amir Temur, will focus on the activities of educational institutions of that period.

Keywords: early cities, madrasah, scientific heritage, Islamic values, Renaissance.

INTRODUCTION

Central Asia is one of the ancient centers of world civilization, and it is known that primary schools and adult education institutions began to form in the Turan region from ancient times. In the 9th-12th centuries, which is recognized as the period of the first Islamic Renaissance, Transoxiana became one of the cultural centers of the Islamic world. The scientific heritage left by our great ancestors who lived during this period determined the patterns of culture of the Islamic era and had a great influence on the development of universal civilization. The fact that our great ancestors received their primary education in the large cities of Movarunnahr and Khorezm, known as the cultural and scientific centers of the Islamic world, is also a clear evidence of the achievements of the education system during this period. Primary schools and madrasahs began to be built in Movarunnahr during the early Islamic period.

During the reign of Amir Temur and the Timurids, attention to education and patronage of science became state policy in Transoxiana and Khorasan. Higher educational institutions, madrasahs, were established in all cities, and outstanding scholars and scholars of their time were attracted to teach students the sciences. The era of Amir Temur and the Timurids is significant as a period when the education and education system and science were highly developed in the ancient Turanian land. The development of the Timurid Renaissance was directly due to the establishment of a fair governance system in the vast empire founded by Amir Temur. Amir Temur, who relied on the traditions of ancient Turkic statehood and Islamic law in building a powerful empire and an enlightened society, deeply understood that the basis of any development is a quality education system. Therefore, Sahibkiran first of all took the path of establishing education and upbringing in the right direction, raising the status of educated and enlightened individuals in society. Many primary schools were established in all cities and large villages of the vast empire.

Historical sources indicate that during this period, the tradition of sending a boy to school when he was 4 years, 4 months and 4 days old was in practice, and primary education covered all the cultural lands of the vast empire.

LITERATURE ANALYSIS AND METHODS

As was the case throughout the Islamic era, during this period, madrasah education played a key role in the development of science and technology in the country, and many madrasahs, which were centers of higher education, were built in large cities that were cultural centers of the empire. Attention to education and patronage of science and technology rose to the level of state policy during the reign of Amir Temur and the Timurids. Sahibkiran's decree to the administrators of the empire was: "Let mosques, madrasahs and khanaqohs be built in every city, big or small, and in every village"; "Let them determine the daily salaries of mudarris and sheikhs"; The task of "sayids, scholars, mashaikhs, fuzalos, and great people to be respected" is also reflected in the "Temur Regulations." This task of Sahibkiran was naturally carried out within the entire empire.

"I appointed scholars and teachers in every city to teach Muslims religious matters and teach them the doctrines of Sharia and Islamic religious sciences such as tafsir, hadith, and jurisprudence"; "I considered the sayyids, ulema, mashayikh, wise men, hadith scholars, and historians to be distinguished and respected people and gave them honor and respect," Sahibkiran emphasizes in his regulations.

By order of Amir Temur, secular sciences (geometry, algebra, mathematics, logic, astronomy, astrology, literature, history, calligraphy, and others) were widely taught in madrasahs. The large-scale creative work carried out in the country created a great need for highly qualified specialists in the exact sciences, in particular, mathematics, geometry, architecture, and engineering. Madrasahs, which were institutions of higher education in the Turanian lands, served as major scientific centers and centers of enlightenment during the reign of Amir Temur and the Timurids. Each madrasah in the cities was allocated land and property, and the income from them was sufficient for the salaries of the madrasah teachers and employees, the maintenance of the library, repairs, and other work.

DISCUSSION AND RESULTS

Amir Temur attracted famous scholars and scholars of the Islamic world to teach in madrasahs in the land of Turan. By order of Amir Temur, a library, the only one of its time, was established in Samarkand, and during the reign of Mirzo Ulugbek (1409-1449), this library fund was further enriched and became a real center of knowledge and enlightenment of the country. Historical sources record that Sahibkiran, who highly valued scholars, often consulted with scholars and scholars. In particular, Sharofiddin Ali Yazdiy in his work "Zafarnoma" notes that if Amir Temur wanted to solve a problem, he first consulted with knowledgeable specialists and scholars in this field. Amir Temur greatly respected historical scholars, and by order of Sahibkiran, the activities of scribes and historians were established in the palace. This led to a high level of development of the science of historiography during the reign of Amir Temur and the Timurids.

Thus, scholars and scholars became a social stratum with great respect and status in the reign of Amir Temur and the Timurids, which led to the emergence of the Second Islamic Renaissance in Transoxiana and Khorasan. This led to the transformation of Samarkand, Kesh, Bukhara, Herat and other cities into centers of enlightenment and science. International trade and cultural relations were restored along the Great Silk Road, cooperation in various fields of science was established, and diplomatic relations were established with neighboring

and distant countries. At the heart of these changes was the state policy aimed at the patronage of science, culture and art, education, which was founded by Amir Temur and continued by many Timurid rulers.

CONCLUSION

The creativity of scholars and scholars who came to Samarkand from different regions of the vast empire, their scientific activities in various fields of science played a key role in the emergence of a new renaissance in the ancient land of Turon.

It is known from world history that the development of science requires large investments and state patronage. Since the enlightened ruler Amir Temur deeply understood this, he raised the patronage of scientists and creative people in all regions of the vast empire to the level of state policy. In modern terms, “state grants” were allocated to various fields of science and science, to famous scholars and scholars, and their scientific activities were financed from the state treasury. As a result of this policy, the intellectual potential of the Islamic world began to flow to Samarkand, the capital of Turon, and other cities. Scientists became an influential social stratum of society. All conditions were created for their living and engaging in scientific activities.

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