

**DEVELOPING LIBRARY CULTURE IN PRIMARY STUDENTS THROUGH HADITH
AND PANDNOMAS**

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Abstract: The article discusses the study of Hadith, the second sacred source after the Holy Quran, in the education system. It examines ways to form the spirituality of students by increasing the effectiveness of teaching Hadiths in abiyat lessons, extracurricular reading, independent reading, and group reading and meditation classes at different levels of general secondary schools.

Keywords: Book, hadith, reward, faith, belief, sin, education, patriotism, student, gratitude, school, reading

Teaching and teaching Hadiths to students is not only a problem today, but for several centuries, the problem of how to instill it in the hearts of our youth has been a problem for people who believe in the teachings of Islam. This article also addresses the problem of instilling Hadiths into the minds of our children through literary education. Since the possibilities of school literary education in the formation of spiritual values are great, since the day of independence, the main attention has been paid to using its effective methods. It is necessary to study the works of these scholars, who have made a great contribution to the treasury of moral thought of mankind, and use them effectively in the formation of students' spirituality. Because their works reflect kindness, morality, honesty, purity, friendship, the duties and rights of parents and children. Instilling these feelings in students through hadiths during the process of passing native language, reading literacy and literature lessons is the most important task for the teacher. Only if these human feelings are sufficiently instilled in the hearts of the younger generation can they ensure their spiritual maturity. Because if a person believes in Allah, his parents, family, his homeland, friends and those around him, and trusts them, he benefits the development of society. In order to create such faith in students, teaching hadiths in native language, reading literacy and literature lessons is very effective

The process of writing down and compiling hadiths from oral tradition became widespread in the 3rd century AH, that is, the 8th century AD. Seeing that the number of people who memorized the Quran and hadiths was decreasing, scholars and some statesmen realized the need to write them down for future generations, fearing that many hadiths would be forgotten. According to the decree of the Umayyad Caliph Umar ibn Abdulaziz /717-720/, a number of scholars such as Abdulmalik Ibn Abdulaziz Juraykh, Imam Malik Ibn Anas, Ar-Rabi Ibn Subaikh began to collect and write down hadiths. In the third century AH, various directions emerged that were called the golden age for the science of hadith. In the collections classified in the direction of "Musnad", hadiths on various topics were brought together and arranged according to the time when the companions who narrated the hadith accepted Islam, or in alphabetical order. The hadith books of Abdullah Ibn Musa and Imam Ahmad Ibn Hanbal belong to this direction. "Sahih" The direction was founded by the great hadith scholar Imam Bukhari. The collections compiled in this direction include only correct and reliable hadiths. In the

collections of the "Sunan" direction, only correct and reliable hadiths are included. Along with reliable hadiths, "weak hadiths" are also included.

As is known, the education of youth has always been one of the most urgent and important tasks and has acquired great importance. In the development of new Uzbekistan, this issue has become even more urgent, more important, one of the matters of life and death. - Although Abdulla Avloni's opinion that "Education is a matter of life or death, salvation or destruction, happiness or disaster" was expressed at the beginning of the twentieth century, it is just as important and relevant for our nation and our students in the development of today's new Uzbekistan. The more perfect the education, the happier the people will live, say wise men. In order for education to be perfect, it is absolutely impossible to allow a gap (spiritual gap) to appear in this matter. Today, the neglect of parents in some families in raising their children and not giving them a good upbringing causes such vices to occur. We can give many more examples of such vices. In order to be completely free from such vices that are alien to our national spiritual values and traditions, every Muslim should read the hadiths on morality and etiquette. It is necessary and necessary to read and learn. If we included these hadiths about morality in the field of education and started teaching them from the primary grades, the crimes that occur in our society such as theft and drug addiction, prostitution and murder would be prevented.

In conclusion, in the process of education and upbringing, the use of wise words, aphorisms and hadiths that are appropriate to the topics being discussed is effective. It is shown that. Hadiths are a source of education. By listening to, getting to know, seeing, memorizing, understanding and studying hadiths, we learn from hadiths in our lives, apply them in practice in our lives, and help us correct many shortcomings in our upbringing. In addition, qualities such as love for our homeland, glorification of work and profession, honesty, purity, friendship, nobility, compassion, humility, truthfulness and conscientiousness are introduced. In addition, it also reflects the advice that a person should refrain from evil deeds and strive for goodness, all of which are based on the instructions recorded in the Holy Quran and serve as the main criteria for forming a perfect person.

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