THE CONTENT AND ESSENCE OF USING AL-HAKIM AL-TIRMIZI'S PEDAGOGICAL VIEWS IN THE HIGHER EDUCATION SYSTEM

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INTRODUCTION. He emphasized that teachers should know the individual differences and specific needs of students and adapt teaching methods accordingly. In addition, al-Termizi emphasized the importance of creating an environment that develops positive relationships between teachers and students and provides a comfortable learning experience[8]. He also believed that the use of technology in teaching and learning increases engagement and therefore improves learning outcomes. These views are important for educators to consider when designing and delivering educational programs that help students reach their full potential[9].

It is very important to consider al-Hakim al-Tirmidhi's opinions in the field of higher education. His pedagogical methods aim to create a student-centered environment where students are allowed to actively engage in the learning process. In today's fast-paced and ever-evolving world, students must be equipped with the skills they need to succeed outside the classroom[10].

At-Tirmidhi's views on the use of real-life situations and experiential learning help bridge the gap between theory and practice. In addition, his emphasis on the importance of character education is in line with the current demand for a holistic education that goes beyond academic achievement. Application of At-Tirmizi methods in higher education helps to form a well-rounded person who has interpersonal relations and moral values necessary for today's personnel, not only academically[11]. Thus, considering At-Tirmidhi's thoughts can be an important step in revolutionizing higher education and preparing students for success in their personal and professional lives.

It is worth noting that Al-Hakim al-Tirmizi's pedagogical views have the potential to be applied in the higher education system, but certain conditions must be met to ensure their effectiveness. One such condition is the need for a supportive learning environment that values critical thinking and open discussion.

ANALYSIS AND RESULTS. Students should be encouraged to engage with and challenge the material presented to them, and there should be room for disagreement and debate. In addition, teachers must have a deep understanding of the subject they are teaching and be prepared to adapt their teaching methods to the needs and learning styles of their students. It is also important for teachers to recognize and address any potential cultural or linguistic barriers that may exist in the classroom to ensure that all students have equal access to the material being taught. By fulfilling these conditions, using Al-Hakim al-Tirmizi's pedagogical views has the potential to significantly increase the quality of higher education[12].

In order to properly apply Al-Hakim al-Tirmizi's pedagogical views in higher educational institutions, it is necessary to take into account the cultural conditions in which they are implemented. Termizi's views were formed on the basis of Islamic traditions and teachings, and they may not be compatible with the beliefs and values of a secular educational institution. Therefore, it is important to carefully consider how these ideas can be incorporated into diverse and multicultural classrooms while respecting the beliefs and perspectives of all students.

In addition, Termizi's ideas are mainly aimed at teaching religious knowledge and values, and they may not apply to all fields of science. If his ideas are to be applied in a broader educational context, they must be adapted to the specific subject being taught. Ultimately, successful implementation of Termizi's pedagogical vision in higher education requires a thoughtful and nuanced approach that takes into account the unique context and needs of each individual classroom[13].

In order to truly understand and implement the pedagogical views of Al-Hakim at-Tirmizi in the modern higher education system, first of all, it is necessary to deeply understand the cultural and historical conditions in which his teachings developed. At-Tirmidhi was a scholar who achieved significant achievements in various fields, including the field of education, during the golden age of Islam . Islamic scholars believed in education, especially the role of the teacher and the relationship between the teacher and the student. At-Termizi's pedagogical views were formed on the basis of this cultural-historical environment, in which great importance was attached to imparting knowledge and educating goodness[14].

In addition, his teachings are based on the Islamic worldview, and he emphasized the importance of unity and balance between religious and secular knowledge. Understanding this cultural and historical context is necessary to understand the significance of At-Tirmidhi's contributions to pedagogy and their importance in modern higher education[15].

Assessing the relevance of At-Tirmizi's views in modern education requires a critical examination of his ideas from the point of view of current educational practice. Some of his teachings may remain relevant, while others may not hold up under modern scrutiny. For example, his emphasis on memorization may have been appropriate in an era when books were scarce, but in today's information-saturated world, rote learning is less valued.

Likewise, her views on gender may be at odds with contemporary notions of equality and inclusion. However, his positive approach to teaching behavior and moral values remains a valuable contribution to modern education. In addition, his emphasis on individualized education and critical thinking is in line with modern pedagogical trends.

Therefore, the opinions of al-Tirmidhi should not be accepted uncritically, but it is necessary to evaluate them carefully and implement them in a place that is in line with the goals and values of modern education[16].

Al-Hakim al-Tirmizi's pedagogical views are important in applying them in the higher education system.

At-Tirmidhi's approach advocated personalized learning, in which the teacher adapts the teaching style to the student's abilities and learning style. However, in modern times, the diversity of students has increased, and the need for inclusive education has increased. Therefore, in order to effectively apply At-Tirmizi's ideas, teachers should adapt their teaching methods to students with different learning needs, such as visual, auditory or kinesthetic learners[17].

In addition, as the world strives for digitization, there is a need to include technology in the educational process. Teachers should combine At-Tirmidhi's personalized approach with innovative teaching tools such as online discussion forums, multimedia presentations, and online quizzes to enhance learning[18]. Therefore, by adapting At-Termizi's pedagogical views to the different needs of students, teachers can create an inclusive and effective learning environment that meets the needs of all students.

Collaborating with scholars specializing in Termiziology will be a valuable resource for a solid understanding of al-Hakim al-Tirmizi's pedagogical views. In addition, working with such scholars allows teachers to gain a wealth of insight gained from in-depth research on Termizi's work.

By collaborating with Termizi experts, educators could explore the specifics of his work and contextualize his ideas within the broader narratives of Islamic history. The experiences of scientists will be the main asset in understanding Termizi's pedagogical practice, including the various methods he used in educational activities[19].

In addition, the collaboration allows teachers to compare Termizi's ideas and pedagogical practices with the ideas of other effective pedagogues within the Islamic tradition. In essence, the cooperation allows teachers to enrich their understanding of Termizi's ideas, use the scholarship of experts in this field, and achieve significant progress in the field of Islamic pedagogy.

of Al-Hakim al-Tirmizi's pedagogical views that can be applied to the higher education system is his emphasis on understanding the individual learning styles of students[20]. Her belief in the importance of customization and individualization in instruction is especially relevant to today's classrooms, which often contain diverse student populations.

By considering the unique strengths and weaknesses of each student, teachers can design learning experiences that are more suited to the needs of individual students. In addition, At-Tirmizi's approach to pedagogy emphasizes the importance of developing critical thinking and creativity in the lesson, not just memorization. Such an approach is especially important in higher education institutions, where students are required to develop the ability to think independently and analyze complex information. By incorporating At-Tirmidhi's pedagogical vision into the design of curricula and teaching methods, educators can help students build skills that will be valuable throughout their academic and professional careers.

One of the main advantages of introducing Al-Hakim al-Tirmizi's pedagogical views into the higher education system is to increase the activity and motivation of students. emphasizing teacher-student relations, Termizi's approach gives priority to creating a positive educational environment that increases student participation and motivation. Additionally, its emphasis on developing students' critical thinking helps them become more active learners who are able to analyze and evaluate complex topics and concepts[1].

This can lead to deeper understanding and retention of material, as well as improved problem-solving skills. Furthermore, Termizi's approach values the individual needs of students, recognizes that each student has unique talents, abilities, and challenges, and adapting teaching methods to their individual needs helps bridge the gap between teacher and student.

By implementing the pedagogical views of Tirmidhi, higher education institutions can create a more inclusive and effective educational environment that maximizes the potential of students.

One way to increase student engagement and motivation in higher education involves active learning strategies[2].

Active learning refers to teaching methods that require students to participate in the learning process by involving them in activities such as small group discussions, problem solving, and practical projects. These strategies allow students to apply what they have learned and make connections between different concepts. Additionally, incorporating technology into the classroom allows for a more interactive and engaging learning experience. For example, using virtual reality simulations or online quizzes can provide learners with immediate feedback and encourage active participation[21].

Another way to increase motivation is to give students opportunities to pursue their personal interests and passions. This can be achieved by offering elective courses, independent study projects, or encouraging students to join clubs and organizations that match their interests. By incorporating these strategies, students are more engaged and motivated in their academic work, which ultimately leads to a more successful learning experience[7].

Another condition for using Al-Hakim al-Tirmizi's pedagogical views in the higher education system is to stimulate critical thinking and creativity. According to Termizi, students should not be passive receivers of information, but should be active participants in their educational experience. Therefore, students should be given the opportunity to think critically about the studied material, to engage in creative problem-solving activities that will help them apply what they have learned in real situations.

By encouraging critical thinking and creativity, teachers can help students develop a deeper understanding of the material they are learning and give them the skills they need to succeed academically and professionally. To achieve this, teachers can use a range of pedagogical techniques, including group discussions, role-playing exercises and collaborative projects. Ultimately, by fostering critical thinking and creativity in the classroom, educators can create a learning environment that equips students with the skills they need to succeed in the 21st century workforce.

As universities strive to provide a welcoming and inclusive environment for all students, it is important to foster a culture of respect and inclusion. This can be achieved through a variety of means, including promoting diversity and cultural awareness, implementing sensitization training for staff and students, and providing resources for marginalized communities[6].

In addition, creating opportunities for open dialogue and debate can help overcome prejudices and prejudices that may exist within the university community. Involvement of students in intercultural events and activities also helps to overcome barriers and understanding between different groups. By prioritizing the values of respect and inclusion, universities can create a more equitable and supportive environment for all students, regardless of their background or identity. This can ultimately lead to a more successful and satisfying college experience for everyone involved.

Higher education should not only teach students a certain field of study, but also help them to get lifelong learning and personal growth. Al-Hakim al-Tirmizi recognized the importance of continuous education and believed that education should not be limited to the classroom[3].

He emphasized the importance of reading and independent education as a means of developing knowledge and skills outside the course program. To accomplish this goal, higher education institutions can offer students resources and opportunities to continue their studies after graduation, such as alumni associations, continuing education programs, and access to research databases. Additionally, incorporating personal development and life skills courses into the curriculum can benefit students by providing them with the tools to navigate life after graduation.

With a focus on lifelong learning and personal growth, higher education can not only prepare students for successful careers, but also equip them with the skills and knowledge necessary for a fulfilling life.

In addition, the high demands of the modern higher education system require teachers to introduce innovative and interactive teaching methods to increase student activity and increase mastery. Al-Hakim al-Tirmizi's focus on practical learning and practical experience can satisfy this need. By providing students with experiential learning opportunities such as conducting experiments and participating in fieldwork, teachers can increase student engagement and foster critical thinking[4]. In addition, Al-Hakim al-Tirmizi's pedagogical views emphasize the importance of encouraging students to apply their theoretical knowledge in real life situations, learning in context. This approach helps students connect their learning to real-world problems and solutions, and helps them develop a stronger understanding of science. Finally, incorporating al-Hakim at-Tirmidhi's teachings on fostering an inclusive and diverse environment can increase accessibility and equity in higher education. By prioritizing a student-centered approach that takes into account students' unique needs and backgrounds, educators can help create an inclusive and equitable learning environment[5].

CONCLUSION. In conclusion, Al-Hakim al-Tirmizi's pedagogical views can be very relevant in the conditions of higher education, especially in countries where Muslims live. Emphasis on combining knowledge with practical application, development of critical thinking and reasoning, importance of teaching ethics and moral values are important aspects of modern higher education systems.

In addition, At-Tirmizi's emphasis on individualized and personalized education and his rejection of a one-size-fits-all approach are important in ensuring that students receive education according to their specific needs and interests. At the same time, his pedagogical views recent advances in technology such as online learning, flexible classrooms, and games that facilitate active learning and engage more meaningfully with course content are needed. In conclusion, the use of At-Termizi's pedagogical views in higher education can achieve more effective results of teaching and learning by providing holistic education to students, combining the acquisition of knowledge and skills with moral education.

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