

# LESSONS AND TEACHINGS OF LIFE IN THE LIVES OF SCHOLARS OF THE PAST CENTURY

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**Abstract:** In this article, the deep lessons and life lessons of Uzbek scholars of the last century are covered. By studying their contributions and philosophies, we gain an understanding of the cultural, intellectual, and spiritual foundations that shaped modern Uzbekistan. This study highlights the relevance of their teachings in modern times and provides valuable perspectives on education, ethics and social development.

**Key words:** Uzbek scholars, 20th century, education, ethics, social development, Uzbekistan, intellectual contributions, cultural heritage.

The 20th century was a period of important political, social and cultural changes for Uzbekistan. During such changes, Uzbek scientists became the main figures who provided wisdom to the people and directly guided them in turbulent times. This article examines the lessons and life teachings of these scholars and emphasizes their lasting impact on Uzbek society and beyond. The end of the 19th century and the beginning of the 20th century was a period of sharp turns in the development of world civilization. During this period, there were deep reforms, the First and Second World Wars, and fundamental qualitative changes in the development of science. The complete influence of a society by a foreign society made a revolution not only in life, but also in people's philosophy. At the end of the 19th century and the beginning of the 20th century, in Central Asia as well as in other regions, representatives of a different way of thinking and a new vision were formed. At the end of the 19th century and the beginning of the 20th century, the socio-political and philosophical views in Turkestan aimed primarily at educating the youth of the nation and using a new form of education system. Initially, he opened private jadid schools to educate young people, and later, the formation of jadid schools spread widely. Such schools began to open in different regions of the region.

At this point, if we pay attention to the following opinion about the activity of modern schools, "We, Turkestans, have been opening new schools for 15 years with the dream of progressing and excelling like others in this world. We have started raising our sons alone, but we have not paid any attention to the education



of our daughters." In 1910, these "Usuli Jadid" schools were closed. But the closure of these schools did not slow down the modernism movement, on the contrary, it served to further its development. From this "it can be seen that modernism was a socio-philosophical trend formed in order to promote broad social issues and ideas of enlightenment". But the reaction to the doctrine of Jadidism regained its position only in the years of independence. The existing collection of literature on Uzbek scholars of the 20th century is rich in the analysis and services of their work. Earlier studies focused primarily on individual achievements and specialized fields of expertise, such as literature, philosophy, and science. However, the comprehensive synthesis and wider implications of their collective teachings have yet to be explored. This article aims to bridge this gap by bringing together different perspectives and highlighting key themes in their teaching. The historical context in which these scholars operated is crucial to understanding their teachings. At the beginning of the 20th century, Uzbekistan was part of the Russian Empire, and later it was transferred to the Soviet Socialist Republic. After independence in 1991, changes brought another wave. During these periods, scholars such as Fitrat, Behbudi, Munavvar Qori Abdurashidkhanov played an important role in educational reform, preservation of culture and promotion of intellectual freedom. Uzbek scientists of the last century emphasized several important lessons:

1. Education - expansion of opportunities: Fitrat and Behbudi advocated reforms in the field of education and emphasized the need for modern, convenient education to expand the opportunities of the population. They considered education as the foundation of national development and cultural revival.
2. Cultural identity and preservation: scientists such as Fitrat and Cholpon emphasized the importance of preserving the Uzbek cultural heritage in the face of external influences. This ensured the revival of classical literature and traditional art, and the preservation of the rich cultural tapestry of Uzbekistan.
3. Ethical leadership and honesty: The importance of ethical leadership is often emphasized in the political and literary works of Rashidov and Qahhor. They promoted leaders who were not only competent, but spiritual, who embodied values such as integrity, honesty, and service to the people.
4. Intellectual freedom: Many scientists have faced persecution for their ideas, but they have steadfastly defended intellectual freedom. Their resistance to oppression serves as a powerful lesson about the importance of free thought and speech in building a progressive society.

The teachings of these scholars are not only historical works, but are still echoing in modern Uzbekistan. Their focus on education, cultural preservation, ethical leadership, and intellectual freedom provide valuable lessons for today's



globalized world. Modern scientists and politicians can be inspired to solve current problems by rethinking their work.

Studying the teachings of Uzbek scholars reveals a rich legacy of wisdom that continues to influence contemporary thinking and politics.

Their collective contribution emphasizes the importance of integrating education, culture, morality and freedom into the fabric of society.

### **Conclusions And Suggestions:**

The lessons given by Uzbek scientists of the 20th century are immutable and create a basis for personal and societal development.

Their commitment to education, cultural preservation, moral leadership, and intellectual freedom is still relevant today, guiding future generations in their pursuit of knowledge and justice:

Realizing the relevance of the topic, the following suggestions can be made for further research and to bring this topic to the public more deeply:

### **Curriculum Development:**

Incorporate the teachings of these scholars into educational curricula to inspire students with their enduring wisdom and values.

**Cultural Programs:** Encourage cultural preservation initiatives that honor the contributions of these scholars, celebrate and preserve their legacy.

**Political Literacy:** Relying on the moral and intellectual foundations provided by these scholars to develop modern policies and promote a more enlightened and just society.

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