



ABDULLA AVLONI'S VIEWS ON EDUCATION AND ENLIGHTENMENT

Jabbarova Yulduz Jumaniyazovna - Senior Lecturer of the Department of "Social Sciences, Pedagogy and Psychology" at Tashkent State Medical University

Abstract

The article presents a comprehensive analysis of the pedagogical and enlightenment views of Abdulla Avloni, an outstanding Uzbek thinker, poet, educator, and public figure of the early 20th century. His ideas are examined in the context of the Jadid movement and the socio-cultural transformations in Turkestan. Special attention is given to understanding education as a decisive factor in social progress, the role of moral upbringing, and the significance of schools and teachers in personality formation. Based on an analysis of Avloni's works, his contribution to the development of national pedagogical thought is revealed, and the relevance of his ideas for the modern education system of the Republic of Uzbekistan is determined.

Keywords: Abdulla Avloni, education, enlightenment, upbringing, Jadidism, pedagogical thought, national school

Introduction

The late 19th and early 20th centuries were marked by profound socio-political and cultural changes in the lives of Central Asian peoples. Colonial policies, the crisis in the traditional education system, and the widening gap with developed countries necessitated fundamental reforms. In these conditions, the Jadid movement played a special role, with its representatives viewing the path to national revival through education and enlightenment.

One of the most prominent representatives of Jadidism was Abdulla Avloni (1878-1934) - a pedagogue, poet, publicist, and public figure. He dedicated his life to reforming the education system, creating new textbooks, educating youth, and disseminating enlightenment ideas among the people.

The relevance of this research is determined by modern educational reforms in Uzbekistan aimed at improving the quality of education and nurturing spiritually mature and socially active individuals. In this context, examining Abdulla Avloni's pedagogical legacy takes on particular importance.

The aim of this article is to comprehensively analyze Abdulla Avloni's views on education and enlightenment and to determine their significance for the modern pedagogical process.

Methods

The study employed historical-pedagogical, comparative, analytical, and systematic methods. Analysis of Abdulla Avloni's works allowed us to identify the key ideas of his pedagogical concept and determine their connection with the socio-historical conditions of the era.

Discussion

1. Historical conditions for the formation of Abdulla Avloni's views

Abdulla Avloni's worldview was shaped during a crisis in traditional education, which was limited to religious instruction and rote memorization. He acutely recognized the need to introduce secular knowledge and the study of native language, history, and natural sciences.



2. Understanding education and upbringing

Avloni viewed education as a unity of teaching and upbringing. In his work "Turkiy gulistan yoxud axloq," he emphasized that without moral education, knowledge loses its social value. Education, in his opinion, should shape not only the mind but also a person's character.

3. The role of school and teacher

According to Avloni, school is the center of spiritual and intellectual development. The teacher, however, is not merely a transmitter of knowledge, but a moral mentor and role model. He emphasized the teacher's responsibility for the future of the nation.

4. Enlightenment and social progress

Avloni considered enlightenment to be the most important condition for liberating people from ignorance and social passivity. Through the dissemination of knowledge, he envisioned a path to the formation of national consciousness and civic engagement.

5. Moral education

Moral education occupies a central place in Avloni's pedagogical concept. He highlighted qualities such as honesty, diligence, fairness, patriotism, and respect for other nations.

6. National and universal values

Avloni strived for a harmonious combination of national traditions and achievements of world culture. He emphasized that preserving one's native language, customs, and spiritual heritage is a necessary condition for national self-awareness. At the same time, the thinker opposed insularity and isolation, considering it important to study the achievements of world science and pedagogy.

According to Avloni, education should nurture individuals who respect their culture and are open to universal values. He believed that such an approach contributes to the formation of tolerance, mutual respect, and cultural dialogue.

7. The reflection of Avloni's pedagogical ideas in textbooks and literary heritage

The textbooks and literary-publicistic works created by Abdulla Avloni hold a special place in his educational activities. They were aimed at fostering moral qualities in students, love for knowledge, and responsibility to society. Through accessible language and vivid imagery, Avloni sought to convey the ideas of enlightenment and progress to young people.

His works served not only as educational tools but also as means of upbringing, developing critical thinking and an active life position in readers.

8. The significance of Abdulla Avloni's ideas for the modern education system

Avloni's pedagogical views remain relevant in the context of globalization and digitalization of education. His ideas about the role of teachers, moral education, and national values are reflected in modern educational standards and programs.

Addressing Avloni's legacy contributes to the formation of spiritually mature, socially responsible, and competitive individuals, which aligns with the strategic goals of education development in the Republic of Uzbekistan.

Conclusion

Abdulla Avloni's pedagogical and educational views represent a holistic and deeply thought-out system aimed at the spiritual, intellectual, and moral revival of society. He considered education as a strategic resource for the development of the nation and a key factor in shaping a conscious, responsible, and patriotic individual.

Of particular importance in his concept is the idea of the inseparable unity of education and upbringing. Avloni emphasized that without moral foundations, education is incapable of



fulfilling its social mission. His views on the role of a teacher as a spiritual mentor and school as a center of enlightenment remain relevant in modern conditions.

Analysis of Abdulla Avloni's pedagogical legacy shows that many modern reforms in the field of education in Uzbekistan align with his ideas. Referring to his works contributes to a deeper understanding of national pedagogical traditions and their creative application in the context of globalization.

Thus, Abdulla Avloni's ideas are not only an important part of the history of Uzbek pedagogical thought but also maintain high scientific and practical significance for the current and future development of the education system.

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