

"FIRST TEACHER" – ABDULLA AVLONI'S PEDAGOGICAL VIEWS – HIS CONTRIBUTION TO THE EDUCATION SYSTEM AND PROGRESSIVE IDEAS

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Abstract: Abdulla Avloni was a leading educator, writer, and reformer who significantly influenced the development of modern education in Uzbekistan. As a key figure in the Jadid movement, he sought to modernize the traditional educational system by integrating secular subjects, developing new teaching methods, and emphasizing moral and national values. His book *Birinchi Muallim* (First Teacher) serves as a foundational text in Uzbek pedagogy. This paper explores Avloni's pedagogical ideas, his contribution to the education system, and the lasting impact of his reforms on modern schooling.

Keywords: Abdulla Avloni, pedagogy, educational reform, Jadidism, modern education, Uzbekistan, progressive teaching, secular education

Introduction

Education plays a vital role in shaping societies, and visionary reformers like Abdulla Avloni have been instrumental in modernizing traditional schooling systems. In the late 19th and early 20th centuries, Central Asia's education system was largely based on religious madrassas, which focused on rote memorization of religious texts. However, the rise of the Jadid movement introduced progressive ideas that emphasized secular education, literacy, and scientific knowledge.

Avloni was one of the most influential figures in this movement. He recognized the importance of adapting education to the modern world, advocating for new teaching methodologies, and establishing modern schools. His work *Birinchi Muallim* (First Teacher) provided a framework for educators, emphasizing both intellectual development and moral upbringing. This paper aims to analyze Avloni's pedagogical philosophy, his contributions to the educational system, and his enduring influence on Uzbek education.

Abdulla Avloni (1878–1934) was born in Tashkent, in what is now Uzbekistan. He was deeply influenced by the intellectual and cultural transformations of his time, particularly the Jadid movement, which sought to modernize Central Asian societies through education and enlightenment.

Avloni received his early education in a madrasa, but he later sought knowledge in secular subjects such as literature, history, and modern sciences. As an advocate for educational reform, he actively promoted the establishment of modern schools that combined religious and secular subjects. In addition to *Birinchi Muallim*, Avloni wrote several books and articles advocating for progressive education and social reform.

Avloni's pedagogical philosophy was based on the belief that education should be a tool for both intellectual and moral development. He introduced several key ideas that shaped the Uzbek educational system:

- Avloni emphasized that education should instill a sense of national identity and pride in students. He believed that educated individuals would contribute to the progress of the Uzbek nation.

- He advocated for character education, teaching students values such as honesty, respect, and diligence alongside academic subjects.
- Unlike traditional madrassas, Avloni's educational vision included secular subjects like mathematics, geography, and science, preparing students for practical life.
- He opposed rote memorization and instead promoted interactive and engaging teaching methods that encouraged critical thinking.

Avloni's efforts in educational reform extended beyond theory—he actively worked on the practical implementation of his ideas. He created new textbooks that balanced religious and secular education, helping to modernize school curricula. He was instrumental in setting up new-method (usul-i-jadid) schools, which differed from traditional religious schools by incorporating contemporary subjects and teaching methodologies.

Avloni's impact on Uzbek education continues to be felt today. His ideas influenced multiple generations of educators and policymakers. Many of his principles, such as secular education and moral upbringing, remain central to Uzbekistan's education system. Avloni's work can be compared to similar efforts by reformers like Ismail Gaspirali in the Turkic world, who also sought to modernize education through the Jadid movement. His emphasis on ethical education, critical thinking, and national identity remains relevant in today's globalized world, where education is a key factor in societal development.

Conclusion

Abdulla Avloni was a pioneering educator whose contributions to Uzbek education were transformative. By integrating secular and moral education, he laid the foundation for a modern, progressive schooling system in Uzbekistan. His advocacy for national consciousness, innovative teaching methods, and well-rounded education continues to inspire educators and policymakers. Avloni's legacy proves that education is not just about acquiring knowledge but also about shaping individuals who contribute positively to society. His work remains relevant as Uzbekistan continues to develop its educational policies in the 21st century.

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