

THE PEDAGOGICAL AND ETHICAL VISION OF ABDULLAH AVLONI: THEN AND NOW

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Abstract: *This article is dedicated to the life path, literary heritage, and the historical and contemporary significance of the work Turkiy Guliston yokhud Akhlaq by the Uzbek enlightener, poet, playwright, and educator Abdullah Avloni. The article analyzes Avloni's role in the Jadid movement, his contribution to the field of education and upbringing, his literary activity, and the moral-didactic content of Turkiy Guliston yokhud Akhlaq. The relevance of the work in the upbringing of the younger generation and its importance today are also discussed.*

Keywords: *Abdullah Avloni, Jadidism, Turkiy Guliston yokhud Akhlaq, moral education, Uzbek literature, enlightenment.*

Introduction: Abdullah Avloni (1878–1934) holds an important place in the history of Uzbek enlightenment and literature. At the beginning of the 20th century, he actively contributed to spiritual and moral reforms and the modernization of the education system in Turkestan. His work Turkiy Guliston yokhud Akhlaq served as a pedagogical and moral guide for its time and is still considered a significant source for the spiritual and moral upbringing of the younger generation. This article aims to study Avloni's life, literary heritage, and the historical and modern importance of this work.

Main Part

Abdullah Avloni was born on July 12, 1878, in the Mergancha neighborhood of Tashkent in a weaver's family. Despite facing financial hardships during his childhood, he studied in traditional schools and madrasas, learned Arabic, Persian, and Russian, and became familiar with Eastern and Western literature. From 1904, he joined the Jadid movement and actively worked to open modern schools and secularize education in Tashkent.

From 1906, he participated in journalism and published newspapers such as Taraqqiy, Shuhrat, and Osiyo. In 1913, he founded the “Turkiston” theater troupe

and used the stage to educate and enlighten the people. After the October Revolution, he served in a diplomatic mission in Afghanistan and continued contributing to the development of Uzbek education and culture. He passed away in 1934 in Tashkent.

Avloni's literary heritage is multifaceted—he made his mark as a poet, playwright, teacher, and journalist. His works aimed to address social and moral problems in society. Among his collections and textbooks, the following stand out:

"Birinch muallim" (1911) and "Ikkinchi muallim" (1912) – Textbooks created for new-method schools, aimed at strengthening the secular and practical orientation of education.

Birinch muallim is a moral-educational story for children and adolescents. Through this story, Avloni emphasizes the vital role of the teacher in society, portraying the teacher not only as literate but also as humane, kind, well-mannered, and patriotic. Every word and action of the teacher influences the children's hearts and encourages them to grow into good people. The story calls for the respect and value of teachers in society.

In Ikkinchi muallim, Avloni portrays life itself or experience as the second teacher. The narrative discusses life's trials, failures, and lessons, which ultimately shape a person's character and development.

"Adabiyot yokhud milliy she'rlar" (1909–1915) – A literary collection of exemplary works from Uzbek literature. It plays a significant role in enlightening the youth and elevating national spirit. The work emphasizes the role of literature in shaping national consciousness and spirituality.

Works such as "Advokatlik osonmi?", "Ikki muhabbat", and "Pinak" criticize ignorance, superstitions, and outdated traditions.

Advokatlik osonmi? explores the complexity and responsibility of the legal profession, arguing against the misconception that it is easy and prestigious.

Ikki muhabbat compares two kinds of love—one based on physical attraction and the other on moral and emotional depth.

Pinak critiques social indifference and laziness, symbolized by a perpetual state of sleep or passivity.

In his poems, Avloni prioritizes social issues, patriotism, and enlightenment over romantic themes. He composed more than 4,000 lines of poetry under pen names such as Hijron, Nabil, and Shuhrat.

“Turkiy Guliston yokhud Akhlaq” (1913) – A work with moral-didactic content and considered the pinnacle of Avloni’s pedagogical legacy.

Published in 1913, Turkiy Guliston yokhud Akhlaq served as a textbook for upper grades in new-method schools. The book consists of two parts: “Good Manners” (33 chapters) and “Bad Manners” (21 chapters). It reflects important ethical norms and educational issues.

The work embodies the Jadid movement’s goal of enlightening the nation and reforming society through moral education. Drawing from thinkers such as Hippocrates, Plato, Saadi Shirazi, and Bedil, Avloni analyzed moral issues through a modern lens.

The book was a major source of moral education in modern schools. Emphasizing the link between education and upbringing, it helped shape ethical values through teaching.

Avloni promoted ideas such as patriotism, the pursuit of knowledge, and the fight against ignorance. His saying “A person without knowledge cannot even properly perform the religious duties required of him” reflects the unity of knowledge and morality.

Modern Relevance

Today, Turkiy Guliston yokhud Akhlaq remains a vital source for the spiritual and moral upbringing of youth. Its contemporary importance is reflected in the following aspects:

The call to adopt good traits (e.g., honesty, diligence, love for others) and to avoid bad ones (e.g., ill-intent, lying, hypocrisy) is still highly relevant for today’s youth.

The work reflects traditional Uzbek values, fostering national identity and patriotism, which is crucial in the era of globalization.

In 2020, the work was translated into Russian, English, and Kazakh, gaining international recognition. It is used in ethical education lessons across educational institutions in Uzbekistan.

Avloni’s critique of bad morals in the book serves as an example for addressing current moral issues such as corruption and double standards.

Conclusion

Abdullah Avloni holds a significant place in the history of Uzbek enlightenment and literature. His work *Turkiy Guliston yokhud Akhlaq* played an important role in reforming the education and upbringing system in the early 20th century, and today serves as a relevant source for the moral and spiritual development of the younger generation. The historical significance of the work lies in promoting the ideals of Jadidism and awakening national consciousness, while its modern relevance lies in reinforcing national values and enhancing moral education. A deeper study of Avloni's legacy and its broader integration into the education system will help shape future generations into well-rounded individuals.

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