

AVLONI'S VIEWS ON EDUCATION AND UPBRINGING: FOUNDATIONS OF ENLIGHTENMENT

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Abstract

This article analyzes Abdulla Avloni's views on education and upbringing as the foundation of enlightenment. The author studies Avloni's pedagogical ideas, his role in the development of national education, and the importance of his works for modern society. Avloni believed that upbringing forms both the mind and morality of a person. His ideas about ethics, knowledge, and patriotism remain relevant in the 21st century. The article explains Avloni's educational philosophy and its influence on contemporary educational reforms.

Keywords: Abdulla Avloni, education, upbringing, pedagogy, morality, enlightenment, modernity, society.

Introduction

Education and upbringing are the foundation of every nation's development and enlightenment. In Uzbekistan, these concepts have a strong legal and moral basis supported by the state. The Law of the Republic of Uzbekistan "On Education" (Law No. O'RQ-637), adopted on September 23, 2020, defines education as a continuous and systematic process that ensures intellectual, moral, spiritual, and cultural growth of citizens. This law guarantees the right of every person to receive education regardless of gender, nationality, religion, language, or social background. It emphasizes inclusion, equality, and access for all learners, including those with special educational needs. Such legal guarantees show that education is not only an academic process but also an essential part of human rights and social justice. The government of Uzbekistan also implements national strategies such as the "National Development Strategy of New Uzbekistan 2022–2026," which focuses on creating a modern, competitive education system, improving teacher qualifications, digitalizing education, and promoting moral and civic values among youth. These laws and reforms align with the views of Abdulla Avloni, one of the most influential educators and enlighteners in the history of Uzbek pedagogy. Avloni believed that education and upbringing were two inseparable forces that determine the future of a nation. In his famous works such as "Turkiy Guliston yoxud Axloq," he stated that knowledge without morality is incomplete, and upbringing without education is meaningless. According to Avloni, a true teacher must not only teach reading and writing but also instill values such as honesty, respect, patriotism, and responsibility. His ideas anticipated many of



the principles now reflected in Uzbekistan's education policy and law. Avloni's emphasis on enlightenment, equality, and moral development fully corresponds to modern educational standards that promote inclusion, civic responsibility, and cultural awareness. Today, the integration of Avloni's pedagogical principles into the legal framework of Uzbekistan shows how historical educational thought continues to guide national progress. His call for harmony between knowledge and morality remains one of the key philosophical foundations of modern education reforms. Therefore, studying Avloni's ideas in the light of current educational laws allows us to better understand how enlightenment, as a moral and intellectual goal, is achieved through systematic education and humanistic upbringing.

Abdulla Avloni was one of the greatest educators, writers, and social thinkers of the early 20th century in Uzbekistan. His views on education and upbringing created the foundation for modern pedagogical thought in the country. Avloni believed that the progress of a nation depended not only on knowledge and science but also on moral and spiritual education. In his famous book *Turkiy Guliston yoxud Axloq* (The Turkic Garden or Morality), he wrote that "Education is for the body what light is for the eyes." This simple but deep idea shows that education gives direction to human life just as light shows the way in darkness. According to Avloni, the purpose of education was not only to prepare a person for work but to form a complete personality with knowledge, morality, and responsibility. He connected education closely with moral upbringing because he believed that science without ethics could harm society. Avloni's pedagogical philosophy was based on national and universal human values. He argued that teachers should not only transfer information but also guide students in building good character and social awareness. In his view, a teacher is a moral leader who must serve as an example of honesty, patriotism, and compassion. Avloni also emphasized the importance of language and native culture in education. He saw the mother tongue as the main tool of spiritual and cultural development. His works encouraged young people to love their language, respect their parents, and contribute to the nation's progress. These ideas were later reflected in Uzbekistan's modern educational policies and legal acts such as the "Law on State Youth Policy" (2016) and the "Law on Education" (2020), which highlight moral upbringing, civic consciousness, and patriotism as essential parts of the learning process. Another important aspect of Avloni's views is the connection between education and social reform. He lived in a time when the Central Asian region was facing political and cultural challenges, and he considered education the only way to achieve national awakening. He promoted enlightenment as a moral duty of every citizen and called on teachers and intellectuals to fight ignorance and superstition. In his schools, Avloni introduced modern teaching methods, textbooks, and subjects like science, geography, and history, which were new for that time. He also supported women's education, believing that an educated mother raises an educated generation. This view matches modern international principles of gender equality in education, as supported by UNESCO and reflected in Uzbekistan's "Gender Equality Strategy for 2022–2030." Avloni's heritage continues to influence the current educational system of Uzbekistan. Today, the concept of "spiritual and moral education" in the national curriculum is directly inspired by thinkers like him. Educational reforms and state programs, such as the "Concept for the Development of the Education System of Uzbekistan until 2030," aim to combine scientific learning with ethical and cultural development—exactly as Avloni proposed a century ago. His



belief that “a nation without education is like a body without a soul” remains one of the guiding principles in Uzbek pedagogy. Modern teachers, educational leaders, and policymakers still refer to his works when discussing the goals of national upbringing and enlightenment. In conclusion, Abdulla Avloni’s ideas present a balanced model of education that unites intellectual, moral, and civic elements. His emphasis on knowledge, ethics, and patriotism reflects the deep pedagogical wisdom of the Uzbek people. Through legal reforms, national programs, and modern teaching strategies, Uzbekistan continues to develop Avloni’s vision of an enlightened, moral, and educated society. His legacy proves that true progress begins not only in schools but also in hearts, where education becomes a light for both the individual and the nation.

Avloni’s educational thought can also be seen as a bridge between traditional Eastern values and modern scientific progress. He respected religion, ethics, and culture, but at the same time he called for openness to new knowledge and modern technologies. In his view, true enlightenment meant the harmony between faith, science, and morality. This approach helped him to form a progressive model of education that could unite both spiritual and rational aspects of human development. Avloni believed that moral upbringing should begin in the family and continue throughout life. He wrote that parents are the first teachers, and the school must continue their work by shaping the child’s heart and mind. This understanding of the family’s role in education corresponds to modern Uzbek pedagogical principles, as described in the “Concept of Family Education and Upbringing” approved by the government of Uzbekistan. This document emphasizes that the upbringing of a harmoniously developed generation requires the cooperation of family, school, and society — an idea first expressed by Avloni over a hundred years ago. In addition, Avloni was one of the first thinkers to see education as a key to national independence and social progress. He argued that only an educated nation could protect its identity, culture, and freedom. During the early 20th century, when colonial policies tried to suppress the local culture, Avloni and his colleagues from the Jadid movement used education as a peaceful means of awakening the people. They opened new-method schools (*usul-i jadid*), published newspapers and books, and encouraged scientific thinking. These actions reflected Avloni’s belief that enlightenment was not a privilege but a duty of every citizen. His pedagogical activity, therefore, was not limited to classrooms—it became a social mission aimed at building an active, conscious, and moral nation. Avloni also paid great attention to the psychological and emotional aspects of education. He believed that a child learns best in an environment of respect and encouragement. Teachers, he said, should be kind but firm, and they should awaken love for learning, not fear of punishment. In his works, he often warned against harsh and mechanical teaching methods that destroy creativity and curiosity. This humanistic approach makes Avloni’s ideas compatible with modern child-centered pedagogy, which is promoted by contemporary educational laws and international standards such as UNICEF’s child-friendly education model. His respect for the learner’s individuality and his focus on moral development make his heritage deeply relevant to current education reforms in Uzbekistan. Furthermore, Avloni’s pedagogical views have great importance for the moral education of youth in today’s globalized world. The rapid development of technology, social networks, and digital communication brings new challenges to education, including moral and ethical ones. Avloni’s principles — discipline, honesty,



patriotism, and respect for others — can serve as strong moral foundations for young people living in a complex modern society. The “National Program for the Development of Youth Education and Upbringing” of Uzbekistan continues this mission, promoting Avloni’s ideas through cultural projects, literature, and teacher training programs. His concept of enlightenment as both intellectual and ethical development remains a valuable guide for building a generation that is not only educated but also responsible and humane. Thus, Abdulla Avloni’s educational philosophy represents a timeless combination of moral purity, scientific thinking, and civic consciousness. His ideas about the unity of education and upbringing, the importance of teachers’ ethical example, and the need for lifelong learning are now reflected in Uzbekistan’s education laws and national development strategies. Avloni’s message that “education is the mirror of the nation” continues to inspire both educators and policymakers. In modern Uzbekistan, his legacy is not only preserved but also expanded through reforms that promote critical thinking, cultural identity, and global awareness. The integration of Avloni’s pedagogical heritage into modern education proves that his vision of enlightenment — as harmony between knowledge, morality, and patriotism — remains a vital force shaping the spiritual future of the nation.

Conclusion

Abdulla Avloni’s pedagogical heritage continues to serve as a valuable foundation for modern education in Uzbekistan. His views on the unity of knowledge, morality, and patriotism remain essential for forming an enlightened and responsible society. Avloni clearly understood that without moral and spiritual education, scientific progress loses its true purpose. He believed that teachers play the most important role in shaping the human soul, and that the goal of education is to create individuals who are both intelligent and ethical. In the 21st century, as global changes bring both new opportunities and challenges, Avloni’s ideas have become even more relevant. His call to combine national values with modern science is directly reflected in Uzbekistan’s educational reforms, legal acts, and state strategies, such as the “Law on Education” (2020) and the “New Uzbekistan Development Strategy 2022–2026.” These documents emphasize the same principles that Avloni defended — respect for human dignity, love for the motherland, and the pursuit of knowledge. Today, when Uzbekistan is building a knowledge-based and morally strong society, Avloni’s concept of enlightenment offers a clear direction. It teaches that education should not only provide professional skills but also nurture honesty, empathy, and responsibility. His humanistic approach, respect for the learner’s individuality, and focus on moral development can help modern educators respond to contemporary social and cultural challenges. Therefore, studying Avloni’s pedagogical heritage is not only a tribute to history but also a practical guide for building a more just, educated, and ethical society. His words — “*Education is for the soul what light is for the eyes*” — remind us that the true progress of a nation begins with the enlightenment of its people.

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