



# Studying The Advanced Pedagogical Views Of Abdulla Avlani

**Akhrorova Zarina  
Azamatovna**

Tashkent State Pedagogical University  
Named after Nizami

Third year student of the Faculty of Uzbek Language and Literature  
e-mail: axrorovazarina808@gmail.com  
tel: + 998939971356

## ABSTRACT

This article examines the pedagogical views of Abdulla Avlani, an eminent figure in the field of education, who is known for his innovative and student-oriented approach to education. Avlani's philosophy emphasizes personalized learning, critical thinking, creativity, and fostering a supportive learning environment. In this study, the main principles of Avlani's pedagogical views and their impact on modern educational practice are studied

## Keywords:

Abdulla Avlani, pedagogical views, education, innovative education, personalized education, critical thinking, creativity, supportive educational environment, modern education, pedagogy, enlightenment, educational philosophy, educational process, upbringing, moral education, patriotism, modern pedagogy.

“Education is life for us  
Death, or salvation, or destruction, or  
It is a matter of happiness or disaster”.  
(Abdulla Avlani)

**Introduction.** Abdulla Avlani's pedagogical views had a significant impact on modern educational paradigms and became a supporter of the transition to student-oriented educational directions. Avlani's focus on personalized learning and creating inclusive and nurturing learning environments has sparked debate and change in education systems around the world. This article aims to study the main principles of Avlani's pedagogical philosophy and their importance

in the formation of effective educational and training practice.

**Methods.** Student-centered education. The main place in Avlani's pedagogical views is the concept of student-oriented education, which prioritizes the individual needs, interests, and learning styles of each student. Avlani believes that education should allow students to actively participate in the learning process, taking into account their unique strengths and abilities. By supporting a student-centered approach, teachers can foster a deep sense of ownership

and motivation in students, leading to increased academic achievement and personal growth.

### Results and Discussion.

■ Personalized education. Avlani is an advocate of personalized learning, giving students the opportunity to study subjects that match their interests and aspirations. He emphasizes the importance of creating relevant and meaningful learning experiences for students, encouraging them to develop critical thinking and creativity. Avlani believes that by tailoring education to the unique needs of each student, teachers can unlock the full potential of each student and instill a lifelong love of learning.

Abdulla Avlani's promotion of personalized education represents a paradigm shift in the field of pedagogy and emphasizes the importance of adapting the educational experience to the unique needs and interests of individual students. This student-centered approach prioritizes developing a deep sense of interest and motivation in students by making the learning experience relevant, meaningful, and inspiring.

Avloni's philosophy is based on the belief that if students are encouraged to study topics that match their interests and aspirations, they will develop a genuine desire to learn. By allowing students to explore subjects that spark their interest, teachers can ignite a sense of intrinsic motivation that fuels their academic journey. This personalized approach not only improves students' academic performance, but also develops their intellectual curiosity and creativity.

In addition, Avlani emphasizes the role of personalized education in the formation of critical thinking skills in students. By tailoring learning experiences to challenge students intellectually and encourage them to analyze, evaluate, and synthesize information, teachers empower students to think independently and make informed decisions. This approach not only equips students with important cognitive skills, but also fosters a lifelong habit of learning and intellectual growth.

Avlani believes that by adapting education to the specific needs of individual students,

pedagogues can fully reveal the potential of each student. Personalized learning through differentiated instruction, project-based instruction, or individualized curriculum allows teachers to address students' different learning styles, strengths, and areas of development. This personalized approach creates a supportive learning environment where students feel seen, heard and valued, which fosters belonging and empowerment.

In essence, Avlani's advocacy for personalized learning highlights the transformative impact of creating learning experiences that are student-centered, relevant, and engaging. By recognizing and developing each student's unique talents and interests, educators can instill a lifelong love of learning, reveal students' full potential, and educate a curious, creative, and critical-thinking generation ready to thrive in an ever-evolving world.

■ Supportive learning environment. Creating a supportive and inclusive educational environment is the first priority in Avlani's pedagogical system. She emphasizes the importance of creating safe and nurturing spaces where students feel valued, respected, and encouraged to take risks in their education. Avlani emphasizes the role of pedagogues in building strong relationships with students and building a sense of community in the classroom, developing cooperation, empathy and mutual understanding among students.

In general, Abdulla Avlani, as one of the founders of Uzbek pedagogy, is considered a great enlightener who introduced a new approach to the educational process. His pedagogical views were not only relevant in his time, but are also important for today's education system. Avlani highly valued the role of education in human development and considered it not only a means of acquiring knowledge, but also the main factor serving personal growth and development of society.

His principles of personalized learning, critical thinking, creative approach and supportive environment are in harmony with today's education system. In today's world, students are required not only to acquire knowledge, but also to have the ability to analyze it, think

independently and put it into practice. Avlani's educational philosophy develops in this direction, taking into account the individuality of students, and aims to educate them as mature individuals in all respects.

Abdulla Avlani's work "Turkish Gulistan or Ethics" serves not only as a pedagogical theory, but also as a solid foundation for modern education. Avlani emphasized that in the process of education, not only academic results should be paid attention to, but also spiritual and moral education. However, today's education system is often focused on results, and it is observed that the issue of developing spirituality and human qualities lags behind. For this reason, it is necessary to further implement the elements of humanity, patriotism, kindness and moral education in the educational system based on Avlani's ideas. The modern educational process is moving towards achieving the harmony of high spirituality and knowledge that Avlani dreamed of. By implementing his advanced pedagogical approaches, we will raise a generation that is not only knowledgeable, but also socially responsible, creative and independent thinking. Avlani's views on education mean that a real teacher is not only a person who gives knowledge, but also a person who shapes a person, guides him, and elevates society.

**Conclusion and Recommendation.** In conclusion, it should be noted that Abdulla Avlani's pedagogical views provide valuable insights into the transformative power of student-centered education, personalized learning experiences, and supportive learning environments. Educators can adopt Avlani's advanced pedagogical principles and inspire a new generation of students to develop academically, creatively, and emotionally. As the educational landscape continues to evolve, Avlani's forward-looking approach serves as a guide for educators committed to developing the diverse talents and potential of each student.

Therefore, studying the advanced pedagogical views of Abdulla Avlani is not only a respect for the historical heritage, but also one of the important steps towards improving the future

of education. His approach based on humanity, the principle of taking into account the individual abilities and needs of each student, is combined with today's innovative educational processes.

If we combine Avlani's ideas with modern digital technologies, interactive methods and creative pedagogy, education will become not only an informative process, but also a source of inspiration that will reveal the inner aspirations of each student. His approach to education means that today's education should not turn students into ready-made learners, but into independent thinkers, creators and individuals who contribute to the development of society.

For the successful and conscious development of the future generation, it is important to enrich the approaches brought by Avlani to the education system with modern innovative technologies, to develop personalized education and creative thinking. If his ideas are instilled into the basis of today's education process, we will raise a generation that is not only knowledgeable, but also able to make independent decisions in life and demonstrate its abilities for the benefit of society. This serves the true purpose of education - the intellectual and spiritual growth of a person.

## References:

1. Zunnunov, A. History of pedagogy. Tashkent - 2004.
2. Dolimov, U. Abdulla Avlani, the founder of Uzbek pedagogy during the national renaissance.
3. Abdulla Avloni. Tashkent morning. T., Gafur Gulam Publishing House of Literature and Art. 1979.4.
4. Khaydarov, S. A. (2021). The role of the use of fine arts in teaching the history of the country. International scientific and practical conference. CUTTING EDGE-SCIENCE. In Conference Proceedings (p. 41-43).