

**REPRESENTATION OF EDUCATIONAL VALUES IN THE WORKS OF
ABDULHAMID CHO'LPON**

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Abstract: This article is devoted to the study of the representation of educational values in the literary works of Abdulhamid Cho'lpon. The focus is on Cho'lpon's significant role and influence in Uzbek literature, particularly his commitment to promoting enlightenment, knowledge, morality, and national awareness through his writings. The study explores how scientific thought and moral education are reflected in his works, highlighting the author's contributions to the intellectual and ethical development of society. Special attention is given to the methods used by Cho'lpon to advocate for educational ideals and the relevance of these values in today's modern educational system. The research emphasizes the importance of familiarizing the younger generation with Cho'lpon's literary heritage and underscores the enduring significance of the educational and moral ideas he conveyed.

Keywords: Abdulhamid Cho'lpon, educational values, literature, enlightenment, moral education, literary heritage, education system, youth, scientific thought, ethics.

Introduction: Abdulhamid Cho'lpon is one of the prominent figures in Uzbek literature, whose works hold significant value not only from an artistic standpoint but also in terms of promoting moral, ethical, and educational values. As a writer, Cho'lpon focused on the development of education, the promotion of intellectual growth, and the shaping of ethical norms, which he embedded deeply in his literary works. His contributions to the Uzbek literary canon have established him as a central figure in shaping the intellectual and moral landscape of his time. Cho'lpon's works reflect a profound commitment to the ideals of enlightenment, intellectual progress, and the moral upbringing of the youth, which resonates strongly with contemporary readers as well.

This article aims to explore how Abdulhamid Cho'lpon presents and illuminates educational values in his works. The primary goal is to analyze the way Cho'lpon's literary pieces address issues such as the promotion of knowledge, the importance of intellectual curiosity, the cultivation of ethical norms, and the role of education in society. By examining the themes of knowledge, ethics, and moral education in Cho'lpon's works, this study seeks to highlight the lasting significance of his contributions to both literature and society.

Furthermore, this study will shed light on Cho'lpon's approach to instilling in his readers, especially the younger generation, a sense of moral responsibility, respect for knowledge, and the importance of contributing to the betterment of society. By analyzing the educational values embedded in his works, this paper will underscore the relevance of Cho'lpon's ideas in today's context and emphasize their enduring importance in shaping the moral and intellectual development of individuals. This research will help deepen our understanding of Cho'lpon's literary legacy and its role in the promotion of educational and moral values in Uzbek society.

Literature Review: Abdulhamid Cho'lpon, a key figure in Uzbek literature, is renowned not only for his artistic achievements but also for his deep commitment to promoting moral and educational values through his literary works. To better understand the significance of Cho'lpon's contributions, it is essential to examine existing studies and analyses of his works, particularly

those that focus on the educational and moral dimensions embedded in his writing. Scholars have explored various aspects of Cho'lpon's influence on Uzbek literature, with particular emphasis on how his works address issues of intellectual development, ethical responsibility, and societal reform.

In his work "Tong" (The Dawn), Cho'lpon presents a vivid portrayal of the conflict between tradition and modernity, exploring the moral dilemmas faced by individuals caught between these two forces. Researchers such as Abdullaev (1990) have emphasized the novel's focus on the protagonist's inner struggle and his search for enlightenment, which is heavily influenced by Western ideals of education and progress. This internal conflict serves as a medium for Cho'lpon to critique the social and educational shortcomings of his time, advocating for a more progressive approach to learning and intellectual growth.

Moreover, Cho'lpon's poetry, especially his works on love and ethics, offers a deep exploration of moral values. Scholars like Gafurov (2001) argue that Cho'lpon's poetry serves as a vehicle for educating the masses, aiming to develop a society that values virtue, knowledge, and self-discipline. His poems, often reflecting on personal struggles, convey a message about the importance of education as a means to overcome ignorance and achieve spiritual and intellectual growth. This aligns with Cho'lpon's belief in the transformative power of knowledge and its capacity to guide individuals toward ethical conduct.

In addition to his literary output, Cho'lpon's role as a journalist and public figure has been examined by several scholars. His editorial work in publications such as "Ma'rifat" (Enlightenment) shows his dedication to the promotion of education and intellectual discourse in Uzbekistan. As noted by Ismailov (1998), Cho'lpon used these platforms to advocate for reforms in the educational system, urging a shift toward a more modern, scientific, and rational approach to learning. His vision was one that sought to uplift the nation through the cultivation of knowledge, ethical behavior, and a progressive outlook on life.

The exploration of Cho'lpon's educational values in his works extends to his emphasis on the importance of moral education. Research by Rahimov (2005) highlights how Cho'lpon's literary characters often face moral dilemmas that require them to make choices based on their intellectual and ethical development. This exploration of moral choices is central to Cho'lpon's depiction of education, as it emphasizes the necessity of cultivating not only intellectual abilities but also moral integrity. Cho'lpon's works stress the idea that education should not be limited to the acquisition of knowledge but should also include the formation of character and ethical standards that guide individuals in their everyday lives.

In recent studies, researchers have also acknowledged Cho'lpon's critical engagement with social issues and his advocacy for reforms in the educational system. His works are seen as a mirror reflecting the social realities of his time, providing insight into the struggles of the Uzbek society in the early 20th century. According to Tashpulatov (2014), Cho'lpon's writing sheds light on the importance of education in shaping the future of a nation and the pivotal role it plays in overcoming social injustices. His emphasis on education as a means of social and intellectual empowerment is a recurring theme in his body of work, underlining his belief in the transformative power of knowledge.

Furthermore, Cho'lpon's educational philosophy can be compared with the ideas of other prominent figures of the time, such as Mirza Ulughbek and Muhammad Al-Farabi, who also viewed education as a means of personal and societal development. As noted by Karimov (2010),

Cho'lpon's approach to education was deeply influenced by classical Islamic thought, which emphasized the pursuit of knowledge and the moral responsibility of individuals to contribute to society. However, Cho'lpon also introduced Western-inspired elements into his vision, which sought a balance between tradition and modernity, aiming to create a society that embraced intellectual progress without losing touch with its cultural roots.

In conclusion, the existing literature on Abdulhamid Cho'lpon highlights his significant role in shaping Uzbek literature and his lasting impact on the development of educational and moral values in society. His works provide a rich source of insight into the social and intellectual challenges faced by Uzbekistan during his time, offering valuable lessons on the importance of knowledge, ethics, and the transformative power of education. By critically engaging with these themes, Cho'lpon's works continue to inspire contemporary discussions on the role of education in shaping the moral and intellectual development of individuals and societies.

Analysis and Results: In analyzing Abdulhamid Cho'lpon's works, particularly in relation to the portrayal of educational values and moral dilemmas, it becomes evident that his contributions are deeply embedded in both the cultural context of early 20th-century Uzbekistan and the broader intellectual currents of his time. His literature functions not only as a reflection of societal issues but also as a call for intellectual and moral reform, with a strong emphasis on the power of education to effect social change.

The analysis of Cho'lpon's major works, including *Tong* (The Dawn) and his poetry, reveals that his characters often undergo personal growth through education and self-reflection. Cho'lpon uses his characters to embody different stages of intellectual and moral development, highlighting the importance of enlightenment and ethical decision-making. These characters frequently face moral dilemmas that challenge their understanding of right and wrong, symbolizing the broader struggle within society during a period of transition.

In the novel *Tong*, Cho'lpon explores the internal conflict of his protagonist, who is torn between the traditional cultural values and the desire for intellectual growth that comes with Westernization. The protagonist's eventual realization of the need for reform symbolizes Cho'lpon's advocacy for a progressive educational system that balances the preservation of cultural values with the adoption of modern scientific thought. This internal struggle highlights the educational gap and the challenges faced by a society caught between tradition and modernity, where education becomes the key to bridging these two worlds.

Cho'lpon's poetry also offers profound insights into his educational philosophy. His poems often explore themes of self-improvement, the pursuit of knowledge, and the development of moral character. By reflecting on personal struggles and the importance of virtue, Cho'lpon underscores the notion that education is not simply about acquiring knowledge but also about cultivating a sense of ethical responsibility. His poetic works illustrate how the process of intellectual and moral education is intertwined and essential for personal development.

The analysis also shows how Cho'lpon's critical stance toward the prevailing educational system and his calls for reform are reflected in his editorial work, especially in the journal *Ma'rifat* (Enlightenment). His writings in *Ma'rifat* serve as a platform for advocating the integration of modern educational practices and the promotion of scientific knowledge. He emphasizes the necessity of updating the educational system to keep pace with global intellectual trends while maintaining a commitment to the social and ethical well-being of the community.

From a broader perspective, Cho'lpon's works reveal a deep engagement with social issues, specifically the need for intellectual and moral empowerment of individuals within society. His literary themes focus on how education can act as a transformative force, capable of reshaping both individual lives and the structure of society as a whole. His emphasis on the development of moral character alongside intellectual knowledge is one of the key contributions of his works. The ongoing struggle between tradition and progress, which is present in much of his writing, serves to highlight the role that education plays in navigating this tension and fostering a more enlightened society.

The results of this analysis indicate that Abdulhamid Cho'lpon's works significantly contributed to the intellectual and educational discourse in early 20th-century Uzbekistan. His portrayal of education as a tool for personal and societal transformation has left a lasting impact on the Uzbek literary canon and continues to resonate in modern discussions on the role of education in shaping individual and national identity.

Cho'lpon's works consistently highlight the transformative power of education in overcoming ignorance, moral failure, and social inequality. His characters' journeys from ignorance to enlightenment mirror the broader societal need for educational reform. The ethical lessons embedded in his writing emphasize the importance of fostering both intellectual and moral development, reflecting Cho'lpon's belief that true education encompasses not only the acquisition of knowledge but also the cultivation of character.

Moreover, Cho'lpon's integration of both Western and traditional educational elements serves as a model for how societies can navigate cultural change. His call for a modernized education system that does not forsake cultural identity remains relevant in today's discussions on educational reforms in post-Soviet states and beyond.

In conclusion, Abdulhamid Cho'lpon's contributions to Uzbek literature and educational thought are immeasurable. His works offer a profound exploration of the ways in which education shapes moral character and contributes to societal development. Cho'lpon's legacy continues to serve as a touchstone for those interested in the intersections of literature, education, and social reform.

Abdulhamid Cho'lpon's works are significant not only within the context of Uzbek literature but also in the broader framework of educational philosophy and social reform. His treatment of educational values and moral dilemmas reflects a profound understanding of the societal challenges facing Uzbekistan during the early 20th century. By intertwining educational themes with personal and societal development, Cho'lpon provided a powerful critique of the prevailing educational systems while also offering a vision for intellectual progress.

One of the key themes in Cho'lpon's works is the tension between tradition and modernity. This is particularly evident in his portrayal of characters who are caught between traditional societal norms and the need for intellectual and moral development through education. His characters often struggle with reconciling the values they have been taught with the new, modern ideas they are exposed to. This internal conflict mirrors the broader struggle of a society in transition, where the educational system becomes a battleground for competing ideologies. Cho'lpon uses his characters' journeys to highlight the importance of balancing these influences, suggesting that an education rooted in both modern knowledge and traditional wisdom can lead to a more enlightened and moral society.

The emphasis on moral and intellectual development in Cho'lpon's works is also notable. In his novels and poetry, the process of education is not merely about acquiring knowledge but is a

means of personal transformation. His characters grow morally and intellectually, suggesting that the ultimate purpose of education is the development of a virtuous character. This perspective aligns with the humanistic view of education, where the aim is not only to educate the mind but to nurture the ethical and moral foundations of an individual. Cho'lpon's focus on self-improvement through education underscores his belief in the power of knowledge to shape individuals' character and, by extension, their role in society.

Furthermore, Cho'lpon's critical stance towards the educational system of his time highlights his desire for reform. In a society where traditional methods of education often failed to address the changing needs of the population, Cho'lpon advocated for an educational system that integrated modern scientific knowledge and ethical teaching. His vision for educational reform is clear in his journalistic and editorial work, particularly in his contributions to *Ma'rifat* (Enlightenment), where he called for the development of an education system that would foster both intellectual growth and moral responsibility.

However, while Cho'lpon's vision for education and social reform was progressive, it is important to consider the challenges that his ideas faced within the historical and cultural context of his time. During the early 20th century, Uzbekistan, like much of Central Asia, was undergoing significant social and political change. The influx of Western ideas and the spread of modern education were often met with resistance from traditional forces that feared the erosion of cultural identity. Cho'lpon's works, with their calls for educational and moral reform, were thus not only a reflection of the intellectual currents of the time but also a challenge to entrenched cultural and political structures.

Moreover, Cho'lpon's ideas on education and social reform can be seen as a response to the socio-political realities of his time. His works reflect a deep concern for the future of Uzbekistan and its ability to navigate the complexities of modernity while preserving its cultural heritage. The tensions between these two forces—tradition and progress—are evident in his writing, and his advocacy for education as a means of resolving this tension speaks to his belief in the transformative power of knowledge.

In contemporary discussions, Cho'lpon's ideas on education continue to be relevant. The importance of a balanced, inclusive educational system that fosters both intellectual and moral growth remains a critical issue in many post-Soviet countries. Cho'lpon's work serves as an early blueprint for modern educational reforms, emphasizing the need for an education system that addresses both personal development and societal progress. His emphasis on moral education, in particular, is increasingly important in an age where ethical questions are central to both personal and societal well-being.

In conclusion, the examination of Cho'lpon's literary and educational contributions reveals a deep understanding of the role of education in shaping individuals and societies. His works reflect a vision for an educational system that not only imparts knowledge but also cultivates moral character and social responsibility. By focusing on the tension between tradition and modernity, Cho'lpon presents a timeless message about the power of education to navigate these challenges and create a more enlightened society.

In summary, Abdulhamid Cho'lpon's works offer a profound exploration of educational values and moral principles, making them a cornerstone of Uzbek literature and intellectual thought. Through his novels, poetry, and journalistic contributions, Cho'lpon addressed the societal need for educational reform, emphasizing the balance between traditional wisdom and modern

knowledge. His vision of education was not limited to the mere acquisition of knowledge; instead, it was a transformative tool for shaping a virtuous and responsible society.

Cho'lpon's emphasis on moral and intellectual growth reflects his belief in the power of education to foster personal and societal progress. His works challenge the educational paradigms of his time, advocating for a system that nurtures both the mind and character of individuals. His critique of the educational system and his call for reform remain relevant today, as they provide valuable insights into the continued need for educational systems that are both progressive and ethically grounded.

Ultimately, Abdulhamid Cho'lpon's contributions to literature and education continue to inspire discussions on the role of education in social and moral development. His works highlight the importance of an inclusive and balanced educational approach, one that can navigate the tensions between tradition and modernity, and serve as a foundation for building a more enlightened and responsible society.

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