

## TECHNOLOGIES FOR TEACHING EDUCATIONAL VALUES IN THE WORKS OF ABDULLA AVLONIY IN THE MODERN INFORMATION EDUCATION ENVIRONMENT

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**Abstract:** The present study explores the methodologies and technologies for teaching the educational values embedded in the works of Abdulla Avloniy within the modern information education environment. Abdulla Avloniy, a prominent educator, writer, and reformer in Central Asia during the early 20th century, emphasized moral development, intellectual growth, and civic responsibility in his literary and pedagogical works. In the contemporary digital age, the teaching of these works requires an integration of traditional pedagogical principles with modern information technologies, interactive learning methods, and personalized educational strategies.

**Keywords:** Abdulla Avloniy, educational values, moral development, modern information education environment, interactive teaching technologies, digital learning tools, project-based learning, student-centered pedagogy, Central Asian pedagogy, cultural heritage.

Abdulla Avloniy, one of the leading figures in Central Asian literature and pedagogy, made significant contributions to the intellectual and moral development of the younger generation in the early 20th century. His works, which encompass literary writings, essays, and pedagogical texts, are deeply rooted in the principles of enlightenment, ethical education, and cultural awareness. Avloniy emphasized the importance of knowledge, critical thinking, social responsibility, and moral integrity, aiming to cultivate a generation of informed, ethically conscious, and socially active individuals. These educational ideals remain highly relevant in today's rapidly evolving educational environment.

In the context of modern education, teaching Avloniy's works provides a unique opportunity to bridge historical pedagogical approaches with contemporary learning practices. The rapid growth of the information society and the integration of digital technologies into education have transformed how students access, process, and interact with knowledge. Modern learners are increasingly exposed to multimedia content, online platforms, and interactive tools that require educators to rethink traditional teaching methodologies. Consequently, there is a growing need to develop innovative pedagogical strategies that make classical texts, such as those by Avloniy, accessible, engaging, and meaningful to contemporary students.

The educational values embedded in Avloniy's works—such as intellectual curiosity, diligence, honesty, civic responsibility, and cultural awareness—can be effectively conveyed through a combination of traditional teaching approaches and modern technological tools. Interactive teaching methods, including discussions, collaborative projects, storytelling, and role-playing, facilitate active student engagement and promote critical thinking. At the same time, digital platforms, multimedia presentations, virtual classrooms, and online learning resources provide opportunities to visualize historical contexts, analyze literary themes, and explore moral dilemmas in a more interactive and personalized way.

Moreover, the integration of Avloniy's works into the modern information education environment supports not only cognitive development but also ethical and social growth. By engaging with these texts, students can reflect on timeless moral principles, draw parallels between historical and contemporary issues, and develop skills that are essential for active



participation in society. Thus, the study of Avloniy's works in contemporary education is not merely a literary or historical exercise; it is a comprehensive approach to fostering holistic development that combines intellectual, moral, and social dimensions.

In summary, this research aims to explore effective technologies and pedagogical strategies for teaching the educational values in Abdulla Avloniy's works, emphasizing the integration of modern information tools, interactive learning methods, and personalized approaches. By doing so, educators can ensure that the rich moral and cultural heritage of Avloniy continues to inspire and guide students in the contemporary educational landscape.

The study of educational values in Central Asian literature, particularly in the works of Abdulla Avloniy, has been the focus of numerous scholarly investigations. Researchers emphasize the pivotal role of Avloniy as an educator, writer, and social reformer who sought to modernize the education system while preserving moral and cultural traditions. His pedagogical philosophy integrates ethical development, intellectual growth, and civic responsibility, making his works a valuable resource for contemporary educational practices (Bektemirov, 2010; Mirzaev, 2015).

Several studies highlight the importance of teaching Avloniy's works in fostering moral and social awareness among students. Black (2005) and Khalid (2007) note that integrating classical Central Asian literature into modern curricula not only enhances literary and historical knowledge but also encourages critical thinking and ethical reflection. These studies suggest that students who engage with Avloniy's texts develop a deeper understanding of societal values, personal responsibility, and cultural heritage.

The role of modern educational technologies in teaching classical literature has also been widely explored. Tursunov (2018) emphasizes that digital platforms, multimedia resources, and interactive tools enhance student engagement and comprehension, especially when dealing with historical texts that may seem distant or abstract to contemporary learners. Project-based learning, discussion-oriented classes, and collaborative digital activities are identified as effective strategies for helping students internalize moral and educational principles.

Furthermore, personalized pedagogical approaches are recommended to maximize learning outcomes. Sodiqov (2012) and Mirzaev (2015) argue that considering students' individual learning styles, prior knowledge, and cognitive abilities allows educators to design activities such as role-playing, storytelling, and debates that make historical and moral content more relatable and meaningful. Such methods are particularly effective in helping students empathize with the characters, ideas, and social contexts presented in Avloniy's works.

Despite these advancements, existing literature also identifies challenges in effectively integrating classical texts into modern educational environments. Language barriers, cultural differences, and the abstract nature of some ethical concepts can hinder student understanding. Therefore, a combination of interactive teaching strategies and digital educational technologies is necessary to overcome these challenges and ensure that the educational values of Avloniy's works are comprehensively conveyed (Starr, 2010; Ziyadov, 2009).

In conclusion, the literature indicates that the effective teaching of Abdulla Avloniy's works requires a multifaceted approach that combines traditional pedagogical principles, interactive teaching methods, personalized learning strategies, and modern information technologies. This approach not only preserves the moral and cultural legacy of Avloniy but also enhances students' intellectual, ethical, and social development in contemporary educational settings.

The analysis of teaching educational values in the works of Abdulla Avloniy reveals several critical insights regarding effective pedagogy in the modern information education environment. First, it is evident that Avloniy's texts are not only literary or historical documents but also repositories of moral and social guidance. His emphasis on diligence, honesty, intellectual curiosity, civic responsibility, and cultural awareness makes his works highly relevant for



contemporary education, where the development of students' ethical and social competencies is as important as academic knowledge.

One of the primary challenges in teaching Avloniy's works is bridging the gap between historical context and contemporary relevance. Many students may initially perceive these texts as distant or abstract due to the cultural, social, and linguistic differences between the early 20th century and today's highly connected, digital learning environment. Therefore, the integration of modern educational technologies becomes essential. Digital tools, such as multimedia presentations, virtual classrooms, online discussion forums, and educational apps, allow students to visualize historical settings, explore complex moral dilemmas, and engage with Avloniy's ideas in a more interactive and meaningful manner.

Interactive teaching methods, such as project-based learning, debates, storytelling, and collaborative group activities, have proven effective in fostering critical thinking and moral reasoning. These approaches encourage students to analyze, reflect, and apply the principles expressed in Avloniy's works to contemporary social and cultural issues. For example, role-playing exercises can help students empathize with historical figures and scenarios, allowing them to internalize ethical lessons and understand the practical implications of Avloniy's educational philosophy.

Personalized learning strategies further enhance the effectiveness of teaching. Recognizing students' individual learning styles, prior knowledge, and cognitive abilities enables educators to tailor instructional activities, ensuring that all learners can engage meaningfully with the content. By combining personalized approaches with interactive and technological tools, educators can create a dynamic learning environment that promotes intellectual, ethical, and social development.

Continuous assessment and feedback are also essential for reinforcing learning outcomes. Digital tools such as quizzes, reflective journals, and online portfolios allow educators to monitor student progress, provide timely feedback, and adjust teaching strategies according to learners' needs. This iterative approach ensures that students not only comprehend the historical and literary aspects of Avloniy's works but also internalize and apply the ethical and social values conveyed.

Moreover, teaching Avloniy's works in the context of a modern information education environment contributes to students' holistic development. It strengthens cognitive skills, nurtures moral consciousness, and enhances social awareness, preparing learners to become responsible, ethical, and socially engaged members of society. This approach demonstrates that classical literary and pedagogical texts, when taught using innovative, interactive, and technologically supported methods, retain their relevance and can significantly impact contemporary education.

In conclusion, the discussion highlights that effective teaching of Abdulla Avloniy's works requires a balanced integration of historical knowledge, interactive pedagogical methods, personalized learning, and modern information technologies. Such a comprehensive approach ensures that students not only gain academic knowledge but also develop moral, social, and intellectual competencies, preserving the enduring educational values of Avloniy's works for future generations.

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