

STRATEGIC FOUNDATIONS OF ABDULLA AVLONIY'S PEDAGOGICAL CONCEPT AND ITS INTEGRATION WITH MODERN STEM EDUCATION

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Abstract. This research investigates the pedagogical legacy of Abdulla Avloniy, a prominent Jadid scholar, within the framework of modern educational transformation. The core of the study lies in the scientific justification of the "Education of Thought" (*Fikr tarbiyasi*) concept and its logical alignment with contemporary STEM (Science, Technology, Engineering, Mathematics) methodologies. By analyzing innovative educational models, the paper highlights strategies for developing "human capital" essential for the "Third Renaissance" in Uzbekistan.(4)

Keywords: Abdulla Avloniy, Jadidism, Education of Thought, STEM integration, Digital Ethics, Human Capital, SWOT Analysis.

1. Scientific novelty

The novelty of this research consists of the following:

- **Conceptual Synthesis:** For the first time, Abdulla Avloniy's "Education of Thought" is methodologically mapped onto the components of STEM education, proving that national pedagogical roots support modern technological learning.(1)
- **Strategic Modeling:** The study develops a unique SWOT-based model for integrating traditional values with global digital standards.
- **Pedagogical Ethics:** A new "Mentor-Coach" model is proposed, redefining the teacher's role based on Avloniy's principle that knowledge and practice must be unified.

2. Introduction

In the strategic pursuit of the "Third Renaissance," Uzbekistan's education system must transition from passive knowledge delivery to a platform for innovative thinking. Abdulla Avloniy's view of upbringing as a "matter of life and death" remains the methodological foundation for this shift. Synthesizing Jadidism with global trends is not just a historical tribute but a strategic necessity for national competitiveness.(2)

3. Methodology

The research utilizes systemic analysis, pedagogical hermeneutics, and comparative-typological methods. The "Education of Thought" from Avloniy's "*Turkiy Guliston yohud Axloq*" is compared against international PISA and TALIS standards to identify commonalities in critical thinking requirements.(1)

4. Main part: Integration and strategy

4.1. "Education of Thought" and STEM Alignment

Avloniy defined the "Education of Thought" as the ability to find logical solutions to real-world problems. This directly correlates with STEM goals:(1)

- **Science & Math:** Avloniy's emphasis on "the science of calculation" mirrors the analytical rigor of modern mathematics.
- **Technology & Engineering:** His drive toward "crafts and industry" provides a historical precedent for modern engineering education.
- **Digital Ethics:** This integration ensures that technical skills are tempered by a sense of social responsibility, a concept Avloniy championed through moral education.(1)

4.2. Methodological Recommendations for Educators

To implement this integration, the following is recommended:

1. **Shift to Mentorship:** Teachers should move from being information providers to becoming "spiritual mentors" and coaches.
2. **Problem-Based Learning:** Use Avloniy's logical dilemmas as case studies in STEM classes to foster critical thinking.
3. **Holistic Evaluation:** Assess students not just on technical accuracy (STEM) but on the ethical application of their knowledge (Avloniy's ethics).(1)

4.3. Strategic SWOT Analysis

- **Strengths:** Deep strategic roots in Avloniy's concept and strong state support.
- **Weaknesses:** Lack of updated methodological manuals and digital infrastructure gaps.
- **Opportunities:** High demand for STEM and the national digital transformation agenda.
- **Threats:** Ideological threats and the risk of superficial educational implementation.

5. Conclusion

Abdulla Avloniy's pedagogical legacy is a dynamic strategic model. The integration of his principles with STEM education offers a unique pathway for youth to achieve global competitiveness while maintaining national identity. This approach is the methodological key to elevating Uzbekistan's education to world-class standards.(2)

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