

**DEVELOPING HEALTHY THINKING IN STUDENTS BASED ON THE WORKS OF
ABDULLA AVLONIY**

Master of at Asia International University

Sattarov Allabergan Vyacheslavovich

Scientific supervisor:

Sabirova Nasiba Ergashovna

Annotation: This article explores the educational philosophy of Abdulla Avloniy, a prominent Uzbek educator, and its role in fostering healthy thinking among schoolchildren. Drawing upon Avloniy's literary and pedagogical works, the article highlights how his integration of moral education, secular sciences, and active learning cultivates intellectual, ethical, and emotional development. The study emphasizes that a well-rounded approach—combining physical health, moral values, and intellectual curiosity—is essential for shaping healthy and independent thinkers in early education.

Keywords: Abdulla Avloniy, healthy thinking, moral education, primary school, speech culture, critical thinking, ethics, Uzbek pedagogy, child development

Abdulla Avloniy, a prominent educator, writer, and reformer of the early 20th century, left a profound legacy in the field of pedagogical thought and national enlightenment. His works emphasize the development of intellectual, ethical, and spiritual values in young generations, offering timeless guidance for educators seeking to shape well-rounded, critically thinking students. Today, the integration of Avloniy's ideas into the modern educational context is crucial for fostering healthy thinking, moral reasoning, and cultural identity in students.

Healthy thinking refers not only to the ability to reason logically and solve problems effectively, but also to nurturing ethical awareness, emotional intelligence, and civic responsibility. Avloniy believed that education should go beyond the acquisition of knowledge; it must shape the mind and soul. In his seminal work *"Turki Guliston yoxud axloq"*, he argued that the school is a place where not only intellect is formed, but also character, modesty, discipline, and love for humanity.

To apply Avloniy's philosophy in contemporary classrooms, educators must focus on cultivating values such as honesty, critical self-reflection, respect for others, and the pursuit of truth. Through moral storytelling, open dialogue, and inquiry-based learning inspired by his texts, teachers can encourage students to think independently, evaluate information carefully, and express their own reasoned opinions. Avloniy's method of linking ethical teachings with national identity and social responsibility offers a comprehensive model for developing conscious citizens.

Moreover, Avloniy's emphasis on the harmony between mind and heart—knowledge and behavior—is especially relevant in today's rapidly changing information landscape. Students are often exposed to contradictory influences through digital media, making it essential to equip

them with cognitive and moral filters. The principles found in Avloniy's writings serve as a cultural compass, helping learners distinguish right from wrong and navigate the world with clarity and conscience.

Practically, his works can be introduced through adapted readings, discussion sessions, writing reflections, and project-based activities. For instance, passages from "*Turki Guliston*" or "*Adabiyot yoxud milliy she'rlar*" may be used as prompts for critical thinking or moral reasoning debates. In such lessons, students are encouraged to analyze characters, dilemmas, and ethical messages—not only to understand them but to apply them in their own lives.

Additionally, the integration of Avloniy's legacy promotes pride in national heritage and strengthens cultural identity. When students study the thoughts of a visionary who championed education, reform, and enlightenment during a time of great political challenge, they inherit not only his ideas but also his spirit of resilience, civic duty, and moral courage.

Developing students' thinking skills requires more than just teaching facts and formulas—it demands a conscious effort to cultivate reasoning, reflection, and ethical judgment. Abdulla Avloniy viewed the formation of thought not as a technical exercise, but as a moral and national responsibility. In his writings, particularly in "*Turki Guliston yoxud Axloq*", he expressed concern that without values, knowledge becomes dangerous, and without knowledge, values lose their power. This duality lies at the heart of healthy thinking.

Healthy thinking in Avloniy's vision includes the ability to observe, question, analyze, and synthesize ideas. But it also involves humility, honesty, and the courage to act on one's beliefs. In his view, the truly educated individual is not only intelligent but virtuous—someone who uses their mind to serve society, not manipulate it.

This philosophy is especially important in primary and secondary education, when children's cognitive and moral frameworks are still developing. At this age, students are highly impressionable; they need role models and meaningful content to shape their thinking patterns. Avloniy believed that the teacher plays a key role in this process. He emphasized that a teacher's words and behavior must align with the values they seek to instill, as students often imitate rather than obey.

Modern educators can implement Avloniy's principles by designing lessons that combine ethical content with critical thinking tasks. For example, after reading a moral parable from Avloniy's writings, students may be asked: What would you do in this situation? Why? This kind of open-ended questioning encourages students to weigh options, consider consequences, and develop their own reasoning rather than memorize a 'correct' answer.

Another method is to assign reflection journals where students express thoughts on stories, behaviors, or personal experiences. In the spirit of Avloniy's humanism, these reflections can include themes of kindness, fairness, or perseverance—values that support mental resilience and

clarity of thought. Group discussions and debates can also be modeled after his educational style, promoting respect for different opinions and fostering dialogic thinking.

Moreover, the connection between healthy thinking and national identity was central to Avloniy's approach. He believed that a person who understands their culture, history, and mother tongue is better equipped to think critically and responsibly. Integrating Avloniy's poems, proverbs, and patriotic reflections into language and literature lessons helps students internalize this connection between self-awareness and intellectual growth.

Incorporating Avloniy's work also means promoting civic responsibility. Students should be taught that thinking is not a private act—it is a social one. Critical and healthy thinking must lead to action: speaking out against injustice, helping others, contributing ideas to improve the community. When students begin to link thought with purpose, and knowledge with kindness, we begin to see the full flowering of Avloniy's educational vision.

Thus, the lasting significance of Abdulla Avloniy's pedagogical legacy is not only in the texts he wrote but in the educational philosophy he lived. He envisioned a society in which every child, regardless of background, had the opportunity to become a thoughtful, upright, and enlightened human being. This vision remains a guiding light for modern educators committed to nurturing healthy minds and compassionate hearts.

In conclusion, Abdulla Avloniy's pedagogical writings offer a powerful foundation for developing healthy thinking in students. By blending ethical instruction, national consciousness, and intellectual development, his works remain deeply relevant to 21st-century education. Teachers who adopt his principles foster not only academic success but the formation of thoughtful, principled, and socially responsible young people.

Conclusion:

Abdulla Avloniy's works provide a rich and timeless foundation for shaping healthy thinking in students. His emphasis on moral upbringing, intellectual rigor, physical well-being, and teacher responsibility creates a holistic model of education that remains relevant today. By nurturing ethical judgment, critical thought, and social awareness from an early age, Avloniy's methodology equips students to become conscious, responsible, and well-rounded individuals. Implementing his pedagogical principles in modern classrooms offers a meaningful path toward educational excellence rooted in cultural heritage and forward-thinking values.

References

- 1.Khaqqulova, D. (2024). ABDURAHMON GO'ZAL-YASSAVIYSHUNOS. PEDAGOG, 7(6), 8-15.
- 2.Khaqqulova, D. (2024). ON THE RESEARCH OF THE LITERATURE SCIENTIST ABDURAHMON GO 'ZAL. PEDAGOG, 7(5), 548-555.

- 3.Khaqqulova, D. (2023). SCIENTIST'S SKILLS IN THE RESEARCH OF ARTISTIC ISSUES. Science and Technology in the Modern World, 2(5), 5-11.
- 4.Abduvasiyevna, Kh. D. (2024). WORD STRUCTURE AND WORD PRODUCTION. The latest pedagogical and psychological innovations in education, 1(2), 261-266.
- 5.Abduvasiyevna, Kh. D. (2024). SPEECH CULTURE AND VERBAL COMMUNICATION. The latest pedagogical and psychological innovations in education, 1(2), 255-260.
- 6.Abduvasievna, Kh. D. (2024). TEXT ANALYSIS AND CONTENT UNDERSTANDING. The latest pedagogical and psychological innovations in education, 1(2), 279-284.