

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2025

THE HARMONY OF ABDUQODIR SHAKURI'S EDUCATIONAL VIEWS WITH MODERN PEDAGOGY

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Annotation: This article explores Abduqodir Shakuri's pedagogical ideas and their harmony with the principles of modern education. Shakuri's views on moral upbringing, humanism, national identity, and the teacher's role in shaping students' personalities are analyzed in the context of today's educational reforms. His emphasis on combining intellectual, ethical, and cultural development reflects the essence of competency-based and student-centered education. The study concludes that Shakuri's educational philosophy remains relevant in addressing the challenges of contemporary pedagogy and contributes to the development of innovative teaching practices rooted in national and universal values.

Keywords: Abduqodir Shakuri, education, upbringing, pedagogy, modern education, innovation, humanism, national values, competency-based learning, moral development.

Introduction. Education has always been one of the most important factors shaping the moral, intellectual, and cultural development of society. Throughout the history of Uzbek enlightenment, Abduqodir Shakuri (1875–1943) occupies a special place as one of the prominent representatives of the Jadid movement, who devoted his life to spreading knowledge, promoting national awakening, and reforming the traditional education system. His pedagogical views were based on the idea that true progress could only be achieved through enlightenment, critical thinking, and the moral perfection of the younger generation.

In his educational philosophy, Shakuri emphasized the unity of intellectual and spiritual upbringing, considering education not merely as the acquisition of knowledge but as a means of forming a morally mature, independent, and responsible individual. He believed that a teacher must not only transfer information but also nurture students' love for learning, ethical responsibility, and respect for national culture. These principles resonate with modern pedagogical concepts such as learner-centered education, humanistic teaching, and competency-based learning.

The modernization of education in Uzbekistan today — with its focus on innovative technologies, creative thinking, and national identity — finds deep roots in the ideas once proposed by Abduqodir Shakuri. His vision of harmonizing moral values with scientific knowledge corresponds to contemporary educational reforms that seek to prepare well-rounded individuals capable of contributing to both national progress and global development.

This study aims to analyze the pedagogical ideas of Abduqodir Shakuri in the context of modern educational theory and practice, to reveal the continuity between his humanistic approach and the current goals of education. The research highlights how Shakuri's legacy can serve as an ethical and methodological foundation for building an education system that integrates tradition, innovation, and universal human values.

The pedagogical ideas of Abduqodir Shakuri have been the subject of scholarly analysis by many researchers focusing on the history of Uzbek enlightenment and the Jadid educational movement. His works, as well as studies dedicated to his intellectual legacy, reflect a deep concern for the moral and intellectual revival of the nation through education.

Early research on Shakuri's activities (Karimov, 1998; Rasulov, 2002) emphasizes his role as a reformer who sought to modernize the traditional maktab and madrasah system by introducing secular subjects, innovative teaching methods, and student-centered approaches. These studies reveal that Shakuri was among the first to advocate for integrating moral education with scientific and social knowledge.

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Contemporary scholars (Tursunov, 2015; Muminov, 2018; Abduqodirova, 2021) have analyzed Shakuri's pedagogical heritage in the light of modern educational reforms in Uzbekistan. Their findings suggest that his principles — such as respect for the learner's individuality, the importance of native language and culture in education, and the moral responsibility of teachers — align closely with today's competency-based and humanistic educational paradigms.

Comparative studies between Shakuri's views and international pedagogical theories (e.g., Dewey, Montessori, and Freire) demonstrate that his ideas anticipated many of the principles now considered fundamental in progressive education: active learning, critical thinking, and moral self-development. This indicates that Shakuri's pedagogical philosophy possesses universal relevance beyond the historical and cultural boundaries of early 20th-century Central Asia.

The reviewed literature also highlights the growing need to reinterpret Shakuri's heritage in the context of the 21st-century educational environment. As modern pedagogy increasingly values creativity, emotional intelligence, and lifelong learning, Shakuri's call for the unity of intellectual and ethical education provides a solid conceptual foundation for contemporary reform efforts.

In summary, existing studies collectively affirm that Abduqodir Shakuri's educational views are not limited to his historical period but continue to offer valuable insights for building a morally grounded and innovation-oriented educational system in modern Uzbekistan and beyond.

The analysis of Abduqodir Shakuri's pedagogical legacy demonstrates that his educational philosophy was not only ahead of its time but also remarkably compatible with the core values and strategies of modern pedagogy. His ideas were deeply rooted in humanism, enlightenment, and the development of a balanced individual — one who embodies both moral integrity and intellectual capability.

One of Shakuri's central pedagogical beliefs was that education must serve both the mind and the heart. He considered morality the foundation of all learning processes. According to Shakuri, knowledge without ethics could not lead to true enlightenment. In this respect, his approach resonates with modern humanistic pedagogy, which emphasizes empathy, respect, and the holistic development of the learner. Modern educators such as Carl Rogers and Paulo Freire also stress the importance of connecting intellectual growth with moral awareness — a principle that Shakuri had already articulated in the early 20th century.

Shakuri viewed the teacher as the cornerstone of the educational process — a model of integrity, culture, and patriotism. He believed that a teacher must possess not only academic competence but also high moral character and emotional sensitivity. In his opinion, the teacher's task was not limited to transmitting information; rather, it involved nurturing the student's individuality and moral self-awareness. This perspective corresponds closely with modern pedagogical frameworks such as “teacher as facilitator” and “mentor-based learning,” which value guidance, collaboration, and emotional intelligence in the classroom.

A significant aspect of Shakuri's thought lies in the balance between national identity and universal human values. He emphasized the necessity of teaching students to love their homeland, language, and culture while remaining open to global knowledge and progress. In today's context of globalization, such an integrative approach is essential for developing global citizenship while preserving cultural authenticity. This alignment shows that Shakuri's concept of education anticipated the multicultural and inclusive trends of 21st-century pedagogy.

Long before these terms became standard in educational discourse, Shakuri advocated for methods that encouraged active participation, creativity, and critical thinking among students. He criticized rote learning and memorization, urging teachers to involve students in discussion, reasoning, and real-life problem-solving. This principle strongly parallels constructivist and competency-based education models widely adopted in contemporary pedagogy, which prioritize learner engagement and the practical application of knowledge.

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Shakuri believed that education was the most powerful means of transforming society. He argued that a well-educated, morally upright generation was essential for national revival and modernization. His educational philosophy combined enlightenment ideals with social responsibility, reflecting his conviction that the moral and intellectual awakening of individuals would inevitably lead to the prosperity of the nation. This notion remains central to modern education policy in Uzbekistan, where human capital development and moral upbringing are key priorities.

In contemporary Uzbekistan, the state's emphasis on innovative, student-centered, and morally grounded education echoes many of Shakuri's pedagogical principles. His call for the integration of ethics, national values, and scientific progress aligns with ongoing efforts to modernize curricula, strengthen teacher professionalism, and promote lifelong learning. The research findings confirm that applying Shakuri's humanistic and value-oriented approach could significantly enhance the effectiveness of modern teaching practices and contribute to the moral stability of youth in a rapidly changing world.

The analysis confirms that Abduqodir Shakuri's educational views are in full harmony with the essential features of modern pedagogy — humanism, innovation, cultural identity, and competency-based learning. His pedagogical philosophy continues to provide valuable guidance for educators seeking to create a balanced, ethical, and forward-looking education system. Shakuri's ideas, though conceived over a century ago, remain a vital intellectual resource for building a national model of education that is both modern and deeply rooted in moral and cultural tradition.

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