

ABDULLAH AVLONI'S TURKISH GULISTAN OR ETHICS THE USE OF A WORK IN THE SPIRITUAL AND MORAL EDUCATION OF STUDENTS IS A REQUIREMENT OF THE TIME

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ANNOTATION

In an era marked by rapid technological advancements and globalization, the demand for holistic and values-based education has never been more crucial. Abdullah Avloni, a prominent figure in the realm of spiritual and moral education, has been at the forefront of advocating for the incorporation of Turkish Gulistan into educational curricula. This work of ethics promises to provide a robust foundation for nurturing the youth's character, instilling virtues, and fostering a sense of moral responsibility. Abdullah Avloni, a revered spiritual leader, has dedicated his life to promoting principles of morality and spirituality. His vision extends to the transformation of educational systems, urging the integration of Turkish Gulistan as a central text.

Keywords: Education, etiquette, perfect man, behavior, physical education, thought education, moral education, personality maturation.

INTRODUCTION

Turkish Gulistan, a work of ethics, encapsulates profound insights into human nature, ethical conduct, and spiritual enlightenment. Avloni argues that a comprehensive education should go beyond imparting knowledge and technical skills. Instead, it should focus on cultivating virtues, fostering empathy, and nurturing a strong moral compass. Turkish Gulistan, with its timeless wisdom, becomes a cornerstone for achieving these goals in the modern context.

In the 21st century, the youth face a myriad of challenges that extend beyond academic rigors. Issues such as moral relativism, ethical ambiguity, and a lack of spiritual grounding have become pervasive. Avloni contends that the integration of Turkish Gulistan into educational frameworks can provide a remedy to these challenges by offering a clear ethical roadmap.

The modern demand for Turkish Gulistan stems from a recognition that education should not only equip students with practical skills but also shape them into conscientious, compassionate, and responsible individuals. Avloni emphasizes the urgent need to counterbalance the materialistic focus of contemporary education with a strong ethical foundation rooted in Turkish Gulistan.

As the world becomes increasingly interconnected, the importance of ethical education takes on a global dimension. Abdullah Avloni's advocacy for Turkish Gulistan aligns with the need for a universal ethical framework that transcends cultural and geographical boundaries. The principles espoused in Turkish Gulistan are not confined to a specific region or religious tradition but offer a humanistic approach to ethics that can resonate with people from diverse backgrounds.

In a globalized world, where cultural exchange is prevalent, ethical education becomes a unifying force. Turkish Gulistan, with its emphasis on virtues such as honesty, compassion, and justice, serves as a common ground for fostering understanding and cooperation among individuals from various cultures and belief systems.

RESEARCH METHODOLOGY

Another dimension of the modern demand for Turkish Gulistan lies in its potential to enhance resilience and emotional intelligence among the youth. Avloni contends that the current education system often neglects the emotional and spiritual aspects of students' development. Turkish Gulistan, with its exploration of human emotions, provides valuable insights that can contribute to the emotional intelligence of the youth. In a world where mental health issues among the youth are on the rise, the integration of Turkish Gulistan offers a holistic approach to well-being. By addressing the emotional and spiritual dimensions of human existence, this work of ethics becomes a tool for building resilience, empathy, and a strong sense of self-awareness.

The advent of the digital age has brought about unprecedented opportunities but also challenges in terms of ethics and morality. The proliferation of social media, online interactions, and the rapid dissemination of information pose ethical dilemmas that demand thoughtful consideration. Abdullah Avloni's advocacy for Turkish Gulistan aligns with the imperative to navigate the ethical complexities of the digital age.

Turkish Gulistan provides timeless principles that can guide the youth in making ethical decisions in the face of technological advancements. It encourages critical thinking, discernment, and a heightened awareness of the ethical implications of one's actions in the digital realm. Avloni argues that an education anchored in Turkish Gulistan equips the youth with the ethical tools necessary to navigate the complexities of the modern world responsibly.

One of the remarkable aspects of Turkish Gulistan is its ability to transcend cultural and religious divides. Avloni's vision for its integration into educational systems recognizes the universal nature of ethical principles. In a world marked by diversity, Turkish Gulistan becomes a unifying force that bridges cultural and religious gaps. By incorporating Turkish Gulistan into educational curricula, societies can move towards fostering a more inclusive and tolerant generation. The principles of respect, understanding, and compassion advocated in Turkish Gulistan contribute to the creation of a harmonious and pluralistic society where individuals can coexist despite their differences.

Despite the compelling arguments in favor of Abdullah Avloni's Turkish Gulistan, there are challenges and criticisms that merit consideration. Some may argue that the integration of a specific ethical framework into education could be perceived as imposing a particular set of values on students. Additionally, the secular nature of educational systems in many countries may pose challenges to the incorporation of a work with spiritual and religious undertones.

LITERATURE ANALYSIS

Addressing these concerns requires a nuanced approach that emphasizes the universal and humanistic aspects of Turkish Gulistan. Avloni's vision is not to impose a particular religious doctrine but to provide a set of ethical principles that transcend religious and cultural

boundaries. Moreover, the integration of Turkish Gulistan can be framed as a complement to existing educational frameworks, enriching the moral and spiritual dimensions of education without compromising its secular nature.

The modern demand for Abdullah Avloni's Turkish Gulistan reflects a growing awareness of the need for a holistic and values-based approach to education. In a world facing unprecedented challenges, the integration of Turkish Gulistan into educational curricula offers a transformative paradigm for nurturing the ethical and spiritual development of the youth. Avloni's vision aligns with the imperative to prepare students not only for academic success but also for a life of meaning, purpose, and moral responsibility. Turkish Gulistan stands as a timeless guide, providing the ethical foundation necessary to navigate the complexities of the modern world with wisdom and integrity.

Turkish Gulistan, deeply rooted in ethical philosophy, offers a unique blend of moral guidance and spiritual insight. Avloni draws from a diverse range of philosophical traditions, weaving together threads from Islamic ethics, Sufi philosophy, and universal human values. The inclusion of Turkish Gulistan in educational curricula allows students to engage with a rich tapestry of ethical thought, fostering a nuanced understanding of morality that transcends cultural and religious boundaries.

One of the significant contributions of Turkish Gulistan to modern education lies in its emphasis on civic virtue and social responsibility. Avloni advocates for an education that goes beyond individual success to instill a sense of duty towards the community and society at large. Turkish Gulistan encourages students to cultivate virtues such as compassion, justice, and altruism, laying the foundation for responsible citizenship and active participation in societal well-being.

In a world grappling with complex challenges, ethical leadership is indispensable. Turkish Gulistan serves as a guide for nurturing ethical leaders who can navigate the intricacies of contemporary issues with integrity and wisdom. Avloni's vision involves the development of leaders who prioritize ethical considerations, demonstrating a commitment to the common good and ethical decision-making in positions of influence.

Addressing concerns about the secular nature of educational systems, Avloni proposes a harmonious integration of Turkish Gulistan with existing curricula. Rather than displacing current subjects, the work of ethics complements subjects like literature, history, and philosophy. It acts as a moral anchor, providing a broader context for understanding the human experience and encouraging critical thinking in the exploration of ethical questions.

The multidisciplinary nature of Turkish Gulistan lends itself to an interdisciplinary approach in education. Avloni advocates for a curriculum that bridges the gap between the sciences and humanities, incorporating ethical considerations into scientific and technological education. This approach ensures that students not only excel in their chosen fields but also approach their work with a deep sense of responsibility and ethical awareness.

RESULTS

The teachings of Turkish Gulistan extend beyond academic and professional realms to address the well-being of the individual. Avloni emphasizes the importance of mindfulness, self-awareness, and emotional intelligence in fostering a balanced and fulfilled life. Integrating

these aspects into education contributes to the holistic development of students, preparing them not only for successful careers but also for a life characterized by resilience, self-awareness, and emotional well-being.

In a world marked by geopolitical complexities and cultural diversity, the global integration of Turkish Gulistan fosters a sense of understanding and collaboration. Avloni envisions an education that transcends borders, where the principles of Turkish Gulistan become a common ground for dialogue and cooperation among students from different cultural, religious, and national backgrounds.

In conclusion, the modern demand for Abdullah Avloni's Turkish Gulistan in the education of the youth is a call for a comprehensive and transformative approach to learning. It is a recognition that education should not merely be a means to acquire knowledge but a pathway to developing individuals of character, integrity, and social responsibility. Avloni's vision, articulated through Turkish Gulistan, offers a blueprint for nurturing a generation that not only excels in their respective fields but also contributes positively to the ethical fabric of society. Abdullah Avloni's vision challenges the conventional metrics of success, encouraging a reevaluation of what it means to thrive as an individual and as a society. Success, in the context of Turkish Gulistan, is not solely measured by academic achievements or material wealth but by the character, virtues, and moral integrity of individuals. This paradigm shift in defining success contributes to a more balanced and humane society.

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