

## ABDURAUF FITRAT AND HIS CONTRIBUTION TO LANGUAGE TEACHING.

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### Annotation.

This article examines the contribution of Abdurauf Fitrat to the development of language teaching and national education in Uzbekistan. Special attention is given to his educational ideas, linguistic views, and reformative activities during the Jadid movement. The study highlights Fitrat's efforts to modernize teaching methods, simplify literary language, and promote cultural awareness through education. His works played a significant role in the formation of modern Uzbek language teaching principles and continue to influence contemporary pedagogy and linguistics.

**Keywords:** Abdurauf Fitrat, language teaching, Uzbek language, Jadid movement, education reform, linguistics, literary language.

The beginning of the twentieth century was a period of significant cultural and educational transformation in Central Asia. During this time, many intellectuals and reformers sought to modernize society through education, science, and literature. Among these prominent figures, Abdurauf Fitrat occupied a special place as a writer, linguist, educator, and social reformer. He became one of the leading representatives of the Jadid movement, which aimed to improve educational systems and raise national consciousness among the people.

Fitrat believed that language was not only a means of communication but also an essential element of cultural identity and intellectual progress. Therefore, he dedicated much of his scholarly and literary activity to the development of language teaching and the improvement of educational methods. His ideas greatly influenced the formation of modern approaches to teaching the Uzbek language and literature.

Abdurauf Fitrat made a remarkable contribution to the modernization of language teaching in Central Asia. At a time when traditional educational methods were becoming outdated, he advocated for innovative teaching approaches based on clarity, accessibility, and practical knowledge. He strongly criticized the old system of rote memorization and promoted interactive learning methods that encouraged independent thinking and understanding. One of Fitrat's major achievements was his effort to simplify the literary language used in schools and textbooks. In earlier periods, educational materials often contained complicated Arabic and Persian expressions that were difficult for ordinary students to understand. Fitrat supported the use of a clear and understandable language closer to everyday speech. This approach made education more accessible and helped increase literacy among the population.

Fitrat also prepared educational materials and scholarly works devoted to grammar, literature, and linguistics. His textbooks reflected modern pedagogical principles and focused on developing students' analytical and communicative abilities. He believed that effective language teaching should not only teach grammar rules but also develop critical thinking, cultural awareness, and moral values.

Another important aspect of Fitrat's contribution was his support for multilingual education and cultural exchange. Being fluent in several Eastern and Western languages, he emphasized the importance of learning foreign languages in order to broaden intellectual horizons and connect with world culture. At the same time, he stressed the necessity of preserving the national language and cultural traditions. Through his literary and dramatic works, Fitrat also contributed to language teaching indirectly. His plays, essays, and poems enriched the Uzbek literary language and provided valuable educational content for schools and cultural institutions. His writings inspired students and intellectuals to appreciate their native language and national heritage. Furthermore, Fitrat considered teachers to be the foundation of social progress. He emphasized that educators should possess deep knowledge, moral responsibility, and modern teaching skills. According to

him, only educated and open-minded teachers could raise a generation capable of contributing to the development of society.

Continuing the analysis of Abdurauf Fitrat's educational activities, it is important to emphasize his role in shaping modern pedagogical thinking in Uzbekistan. Fitrat viewed education as the main instrument for social development and national progress. He believed that a nation could achieve intellectual and cultural growth only through a well-organized and modern educational system. Therefore, much of his work focused on improving teaching quality and creating effective learning environments for students.

Fitrat paid particular attention to the relationship between language and national identity. According to him, language teaching was not limited to grammar and vocabulary acquisition; it also involved the preservation of cultural traditions, historical memory, and moral values. He argued that students should learn to respect and appreciate their native language because it reflects the spirit and worldview of the nation. Through this perspective, Fitrat connected language education with patriotism and cultural awareness.

An important contribution of Fitrat was his support for modern school curricula. He encouraged the inclusion of literature, history, science, and foreign languages in educational programs. Unlike traditional schools that mainly focused on religious instruction, Fitrat promoted secular and practical education aimed at preparing students for real social and professional life. His progressive ideas became one of the foundations of educational reform during the Jadid era. In addition, Abdurauf Fitrat believed that teachers should constantly improve their professional knowledge and teaching methods. He considered educators to be leaders of society who carried responsibility for the intellectual future of younger generations. For this reason, he supported teacher training programs and encouraged educators to adopt innovative approaches in classroom instruction.

Fitrat's linguistic works also contributed greatly to the standardization and enrichment of the Uzbek literary language. He introduced new expressions, developed scientific terminology, and encouraged the use of simple yet expressive language in

textbooks and literary works. His efforts helped create educational materials that were easier for students to understand and more suitable for modern instruction.

Another remarkable aspect of Fitrat's legacy was his openness to international cultural experience. While deeply respecting national traditions, he also encouraged learning from European educational systems and scientific achievements. He believed that combining national values with modern global knowledge would help society achieve balanced development. This idea remains highly relevant in contemporary language education and intercultural communication. Today, the pedagogical and linguistic heritage of Fitrat continues to attract the attention of researchers, teachers, and students. His ideas about educational reform, language simplification, and cultural enlightenment remain significant in modern discussions about teaching methodology and national education policy. Therefore, Fitrat is remembered not only as a talented writer and scholar but also as one of the pioneers of modern language teaching in Uzbekistan.

## **Conclusion**

In conclusion, Abdurauf Fitrat played a crucial role in the development of language teaching, educational reform, and national culture in Uzbekistan. His innovative ideas helped modernize teaching methods, improve the literary language, and expand educational opportunities for the wider population. Fitrat's intellectual heritage remains highly valuable today, as his principles of accessible education, cultural awareness, and linguistic development continue to influence modern pedagogy and linguistic studies.

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