

METHODS USED BY ABDULLA AWLANI IN THE SCHOOLS OF THE NEW METHOD

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Annotation:

This article explores the pioneering methods implemented by Abdulla Awlani in the New Method Schools during the early 20th century. It examines how Awlani's approach to education prioritized active learning, multidisciplinary teaching, and student-centered pedagogy, leading to enhanced academic performance and the development of critical thinking skills among students.

Keywords: Abdulla Awlani, New Method Schools, Education, Active Learning, Multidisciplinary approach, Student-centered learning, Pedagogy, Educational innovation, Critical thinking, Academic performance

Introduction:

Abdulla Awlani, a pioneering educator in the early 20th century, introduced innovative methods in the realm of education, particularly in the establishment of New Method Schools. This article delves into the methods utilized by Awlani in these schools, shedding light on their effectiveness in shaping modern pedagogy.

Methods:

Active Learning Strategies: Awlani emphasized active learning over passive instruction. He implemented methods such as group discussions, problem-solving activities, and hands-on projects to engage students actively in the learning process. **Multidisciplinary Approach:** The New Method Schools promoted a multidisciplinary approach to education, integrating various subjects and real-world applications. This approach encouraged students to make connections across different fields of knowledge, fostering a holistic understanding of the curriculum. **Student-Centered Learning:** Awlani advocated for student-centered learning, where the needs and interests of individual students guided the educational process. Teachers acted as facilitators, providing personalized support and encouragement to students based on their unique learning styles and abilities.

Discussion:

Abdulla Awlani's methods in the New Method Schools revolutionized traditional educational practices. By prioritizing active learning, he shifted the focus from rote memorization to critical thinking and problem-solving skills. This approach not only enhanced students' academic performance but also equipped them with essential life skills needed for success in an ever-changing world. The multidisciplinary approach adopted in the New Method Schools fostered a deeper understanding of concepts by contextualizing them within real-world scenarios. Students were encouraged to explore connections between different subject areas, promoting a more integrated and meaningful learning experience. Moreover, Awlani's emphasis on student-centered learning empowered students to take ownership of their education. By catering to individual learning needs and interests, the New Method Schools created a supportive environment where students felt valued and motivated to succeed.

Results:

The methods employed by Abdulla Awlani in the New Method Schools yielded promising results. Graduates of these schools demonstrated higher levels of academic achievement, critical thinking abilities, and creativity compared to their peers in traditional educational settings. Furthermore, they were better equipped to adapt to the demands of a rapidly changing world, thanks to the practical skills and interdisciplinary knowledge they acquired. The success of the New Method Schools also inspired educational reforms beyond their immediate context, influencing pedagogical practices in other schools and institutions. Awlani's methods laid the groundwork for a more progressive and student-centered approach to education, shaping the future of schooling in Uzbekistan and beyond.

Conclusion:

In conclusion, Abdulla Awlani's methods in the New Method Schools represented a paradigm shift in education, emphasizing active learning, multidisciplinary approaches, and student-centered pedagogy. These methods not only enhanced academic performance but also fostered critical thinking skills, creativity, and adaptability among students. The legacy of Awlani's educational innovations continues to inspire educators and policymakers, reaffirming the transformative power of innovative teaching practices in shaping the future of education.

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