

Research Article**The Role of Fitrat's Works in Youth Education****Dilmurodova Sarvinoz Akmal qizi <sup>1</sup>,***<sup>1</sup> 3rd-year student of the Faculty of Natural Sciences and Agrobiotechnology,  
Technology of Cultivation and Processing of Medicinal Plants***ABSTRACT:**

This article provides a comprehensive analysis of the role of Abdurauf Fitrat's works in youth education. The study examines Fitrat's pedagogical, educational, and social views in close connection with the process of shaping the younger generation. The ideas advanced in his works—such as the pursuit of knowledge and enlightenment, independent thinking, awareness of national identity, and moral maturity—are systematically presented. The article comparatively analyzes Fitrat's views on youth education with modern pedagogical principles and substantiates that his ideas remain relevant for today's educational system. In particular, his interpretation of education as a means of comprehensive personal development, his encouragement of youth toward social activity, and his approach aimed at harmonizing national and universal values are evaluated as important scientific outcomes. The research concludes that Fitrat's works have not only theoretical but also practical significance in youth education and that their integration into modern educational processes is necessary.

**Keywords:** *Fitrat, youth education, pedagogy, Jadidism, enlightenment, education, national consciousness, independent thinking, morality, social activity, development, education system, well-rounded personality*

**INTRODUCTION:**

At the beginning of the 20th century, Central Asia, particularly Bukhara and Turkestan, entered a period of sharp socio-cultural transformation. During this time, the outdated education system, religious fanaticism, and social inertia significantly hindered development. The level of knowledge, worldview, and social activity of the younger generation did not meet the demands of the time. Therefore, reforming youth education became one of the key directions for renewing society.

In such a historical context, Abdurauf Fitrat stood out with his broad and influential body of work. As a leading representative of the Jadid movement, he approached education and upbringing strategically. He directly linked youth education with the future of society and interpreted it as a decisive factor in national development. In Fitrat's works, youth education is considered not only as a pedagogical issue but also as a social, spiritual, and political process. He emphasized that it is not enough to simply educate young people; they must be shaped into independent thinkers with critical thinking, social activity, and national consciousness.

His works such as *Oila*, *Munozara*, and *Rahbari Najot* highlight various aspects of youth education,

analyzing issues such as education, morality, culture, national identity, and social responsibility in a comprehensive manner. The relevance of this study lies in the fact that in today's era of globalization, youth education has become more complex due to the increasing flow of information and expanding cultural influences affecting young people's consciousness. In such conditions, Fitrat's views on harmonizing national and universal values gain particular importance.

**RESEARCH METHODS:**

A comprehensive methodological approach was applied in this research. The historical method was used to analyze the formation of Fitrat's ideas in relation to the socio-political conditions of his time, which made it possible to identify the origins of his views. Systematic analysis allowed the educational ideas in his works to be interpreted as a unified concept rather than a collection of separate thoughts. Comparative analysis was used to compare Fitrat's views with those of other Jadid thinkers as well as modern pedagogical theories, revealing their universality and contemporary relevance. The interpretative approach enabled a deeper analysis of Fitrat's texts and helped uncover their internal

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meanings, especially in identifying educational ideas within his literary and journalistic works. The research materials included Fitrat's pedagogical and literary works, sources related to the Jadid movement, and modern pedagogical literature.

### RESULTS:

The research findings demonstrate that youth education occupies a central place in Fitrat's works. He considered the orientation of youth toward knowledge and enlightenment as a primary task, viewing knowledge as the most important means of liberating individuals from ignorance and linking it with practical activity. He also emphasized the importance of developing independent thinking, strongly criticizing blind imitation and promoting critical thinking as an essential quality.

Furthermore, Fitrat placed special emphasis on national education, highlighting the need to educate young people based on national values, language, and culture while harmonizing them with universal human values. He also regarded moral education as a crucial factor in personal development, stressing qualities such as honesty, justice, responsibility, and patriotism. In addition, he encouraged youth to be socially active, emphasizing that societal progress depends on the active participation of every individual.

### DISCUSSION:

The results of the study indicate that Fitrat's pedagogical views were highly progressive for his time and share many similarities with modern educational systems. His interpretation of education as a tool for personal development aligns with today's competency-based approach. His emphasis on independent and critical thinking is also one of the key principles of modern pedagogy.

Moreover, Fitrat's approach to harmonizing national and global values is especially relevant in the context of globalization. He justified the necessity of educating youth both in a national spirit and through modern knowledge. His promotion of social activity is also important for the development of civil society, highlighting the importance of active citizenship.

### CONCLUSION:

In conclusion, the works of Abdu Rauf Fitrat have significant scientific and practical importance in youth education. He promoted ideas aimed at forming well-rounded, independent-thinking, and spiritually mature individuals. His pedagogical views remain relevant today and can serve as an important methodological foundation for improving modern education systems. Therefore, studying Fitrat's legacy and applying it in practice is essential for the development of youth education.

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