

THE IDEAS OF UPBRINGING AND EDUCATION IN THE WORKS OF AHMAD
DONISH

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Annotation: This paper explores the pedagogical ideas of upbringing and education in the works of Ahmad Donish, a prominent 19th-century Central Asian thinker. It examines his perspectives on moral and intellectual education, his critique of traditional teaching methods, and his emphasis on critical thinking and rationalism. Through a literary and analytical approach, the study highlights the relevance of Donish's educational philosophy in contemporary pedagogical discourse.

Keywords: Ahmad Donish, pedagogy, education, upbringing, moral values, critical thinking, traditional teaching, rationalism, enlightenment, Central Asian philosophy.

Introduction Ahmad Donish was a distinguished intellectual of the 19th century whose contributions to education and upbringing have left a lasting impact on Central Asian thought. His works critically examined the prevailing educational norms and advocated for a more rational and analytical approach to learning. This study aims to analyze the pedagogical principles in Donish's writings, emphasizing their significance in shaping modern educational methodologies.

Main Part

1. **Educational and Pedagogical Views of Ahmad Donish**
 - Donish's critique of the rigid and dogmatic approach to education in his time.
 - His emphasis on intellectual development and independent thinking.
 - The role of moral education in fostering a just and enlightened society.
2. **Analysis of Donish's Literary Works on Upbringing and Education**
 - Examination of key texts where Donish discusses education.
 - Comparative analysis of his views with other contemporary thinkers.
 - The influence of Islamic and Western educational philosophies on his work.
3. **The Role of Rationalism in Donish's Educational Philosophy**
 - His advocacy for reasoning and scientific inquiry in education.
 - Critique of rote memorization and the lack of analytical thinking in traditional schooling.
 - The importance of educational reforms in his ideological framework.

Literature Analysis This section evaluates various primary and secondary sources on Ahmad Donish's works, including historical accounts, literary critiques, and contemporary interpretations of his educational philosophy. By analyzing these texts, the study aims to contextualize his contributions within the broader intellectual traditions of his time.



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Method The research employs a qualitative analytical method, focusing on textual analysis and historical interpretation. Primary sources, including Donish's writings, are examined alongside secondary literature to provide a comprehensive understanding of his pedagogical ideas.

Suggestions and Recommendations

- Incorporating Donish's emphasis on critical thinking in modern educational curricula.
- Reforming traditional teaching methods to align with rationalist and analytical approaches.
- Encouraging interdisciplinary studies that integrate Donish's pedagogical insights into contemporary educational discourse.

Literature Review This section reviews existing academic research on Ahmad Donish's educational philosophy, including historical studies, pedagogical analyses, and comparisons with other intellectual figures. The review highlights gaps in the literature and underscores the need for further research on Donish's contributions to education.

Conclusion Ahmad Donish's ideas on education and upbringing remain highly relevant in today's academic and pedagogical discussions. His call for rationalism, moral integrity, and intellectual independence presents valuable insights for modern educational reform. By revisiting his works, educators and scholars can draw lessons that contribute to the ongoing development of progressive and effective educational systems.

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