

**TWO SCHOLARLY FIGURES IN OMONILLA MADAYEV’S
AESTHETIC THINKING
(BASED ON THE WORK “UNIVERSITETDA MUHRLANGAN
LAHZALAR”)**

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Abstract : This article presents Omonilla Madayev’s views on two great literary scholars, Gulom Karimov and Subutoy Dolimov. It highlights the immense contribution of these two scholars to Uzbek literature, their selfless dedication to science, and the advice they gave to their students, presenting these as exemplary models for today’s teachers.

Keywords: mudarris, textbook, article, school, lesson

Omonilla Madayev was a teacher who deeply respected his own mentors and was himself respected as a teacher. From every lesson of his mentors he created for himself a school of moral example, and he never failed to mention these great figures in any of his works. His book *Universitetda muhrlangan lahzalar* (“Moments Sealed at the University”) reflects the lives of scholars and their immortal lessons—lives capable of teaching humanity itself.

When speaking about the work of Gulom Karimov, Omonilla Madayev notes that the scholar lived by the motto “Writing an article is a pleasure, publishing it is a responsibility,” and that this should become the guiding principle for every researcher. He especially emphasizes that for Gulom Karimov the lesson was sacred. While serving as department head, he demanded that every teacher and staff member treat this sacred duty with complete sincerity. Omonilla Madayev recalls: “Every domla whether professor, associate professor, senior lecturer or

assistant must prepare specially for the lesson and regard the imparting of knowledge to students as an extremely serious task.”¹

Gulom Karimov was a devoted scholar who constantly observed lessons and worked to correct their shortcomings. In one class he praised how easily the phrase “ush savdo” in the following bayt was explained:

“Qozondek qaynab ush savdo pishirdim,
Nizomiy bolidin halvo pishirdim.”

Omonilla Madayev speaks with respect of this clear explanation. When the newspaper O‘zbekiston madaniyati published a portrait of Muqimiy, Gulom Karimov responded with an article entitled “Why did my father become Muqimiy?”-evidence that the scholar knew not only Muqimiy’s creative legacy but also his personality in depth. These observations are confirmed by Anvar Hojiahmedov’s articles: “In searching for Muqimiy’s works, G. Karimov worked like a treasure hunter. Realising that visiting the places where Muqimiy lived in Qo‘qon and the dozens of villages he travelled to, finding the poet’s relatives and contemporaries, recording their memories, and collecting the lyric, satirical and humorous works and travelogues preserved among the people was an urgent task, the scholar organised a special expedition of Tashkent State University to the Fergana Valley in 1954.”² Indeed, Gulom Karimov’s scholarly activity can serve as a school of example for many researchers.

In the book *Universitetda muhrlangan lahzalar* another great scholar Subutoy Dolimov is remembered with special respect. Omonilla Madayev describes him as “a mudarris who knew the school sector perfectly, from thread to needle.” “From 1940 onwards Subutoy Dolimov actively participated in drafting curricula for secondary schools and in preparing literature textbooks and anthologies for all pedagogical institutes and technical colleges from grade V to grade X. In 1952 he produced *Adabiyot o‘qitish metodikasi* (‘Methodology of Teaching Literature’),

¹ Madayev O. *Universitetda muhrlangan lahzalar*. – Toshkent: Sharq, 2019. – B.54.

² <https://ziyouz.uz/ilm-va-fan/adabiyot/anvar-hojiahmedov-ilmga-sadoqat-1989/>

and in 1955 a methodological guide for the grade-V Vatan adabiyoti chrestomathy.”³ Omonilla Madayev stresses that after creating the textbooks Dolimov organised scientific visits to all provinces and submitted the textbooks for review by ordinary teachers. This became a practical guide on how future textbooks should be compiled.

Omonilla Madayev particularly highlights that Subutoy Dolimov constantly sought solutions to such issues as reducing class sizes, limiting the number of classes a teacher had to teach, and creating favourable working conditions for teachers. He records several pieces of advice that this great scholar gave to schoolteachers:

1. “Even in an age when the use of technical aids has become habitual, the lesson is still taught by the teacher. The teacher is the sole central figure in the classroom. Technical aids cannot replace the class teacher. The teacher does not teach in order to use technical aids; rather, he or she uses technical aids in order to teach. This must never be forgotten.

2. Good teachers fall into three categories. The first have excellent knowledge, the second have excellent methodological experience, and the third possess both knowledge and methodological perfection. Strive to belong to the third category.

3. Never gossip about fellow teacher either in the classroom or outside it.

4. Never strike, curse, belittle or insult a student. Never let the words ‘You will never become a human being’ leave your lips. Only then will the student respect both your subject and you.

5. If some of our colleagues make a spelling mistake on the blackboard and a pupil corrects it, they say: ‘I was testing you. You got it right.’ This is wrong. Instead, admit your mistake to the pupil and acknowledge that even you sometimes err.

³ Dolimov U.Ahli irfon. – Toshkent: Akademnashr, 2015. – B.234.

6. When leaving the classroom, do not leave any writing from the lesson on the blackboard. This would be disrespectful to the teacher who teaches the next lesson. I call on all my colleagues to respect one another.”⁴

These recommendations can indeed serve as a practical programme for today’s teachers. Throughout his 57-year teaching career Omonilla Madayev himself followed these instructions and stresses that the advice above remains extremely important for contemporary educators.

Subutoy Dolimov had his own distinctive way of interpreting ghazals. He would read, for example:

Sahar hovar shahi charh uzrakim, haylu hasham chekti,

Shioyin ham bila ko‘xsor uzra oltin alam chekti.

Qazo farroshi chekti subhning siymin supurgusin,

Muzahhab parlarin andoqki, tovusi haram chekti.

Omonilla Madayev cites these lines together with Erkin Vohidov’s reminiscences. When Vohidov was a second-year student (during the cotton-harvest period), Subutoy Dolimov read these bayts at dawn and “explained the beautiful dawn landscape of nature as portrayed in Alisher Navoi’s golden style, clarified the use of the word ‘supurgi’ in the third line, and showed that every word in national poetry is precious.”⁵ Omonilla Madayev also sincerely recounts the legends Subutoy Dolimov told about “Nasrullovi.” He concludes his memories of this devotee of science with the bayts of Fuzuli that Subutoy Dolimov often recited:

Gul g‘unchalig‘inda xor ilandir,

Ochilsa, bir o‘zga yor ilandir.

⁴ Madayev O. Universitetda muhrlangan lahzalar. – Toshkent: Sharq, 2019. – B.67.

⁵ Madayev O. Universitetda muhrlangan lahzalar. – Toshkent: Sharq, 2019. – B.74.

Aslinda tikan chekar azobin,

Faslinda tabib olar gulobin.

In Universitetda muhrlangan lahzalar Omonilla Madayev records events connected with the National University of Uzbekistan—especially those related to education—as well as the lives and bright memories of many scholars, teachers and devotees of science who contributed to the prosperity of our homeland. He created the book as a tribute to these scholars. Every reader can enrich his or her own life by reflecting on the events in the scholars' paths. The courage, love of teaching and strong enthusiasm these scholars displayed can guide the reader toward the path of noble knowledge. Moreover, the book contains the advice mentors gave their students, enabling Omonilla Madayev to educate today's teacher as well.

References

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