



PEDAGOGICAL VIEWS IN THE WORKS OF JADIDS AND ANALYSIS OF PRIMARY EDUCATION TEXTBOOKS OF THE EARLY XX TH CENTURY.

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Annotation: *This article explores the pedagogical views expressed in the works of the Jadid movement and provides an analysis of primary education textbooks from the early XX th century. The study highlights the Jadids' contributions to educational reform, their emphasis on modern pedagogical methods, and the cultural and social impact of their initiatives. By examining specific textbooks, this research sheds light on the structure, content, and teaching approaches promoted by the Jadids, offering insights into their enduring legacy in education.*

Keywords: *Jadid movement, pedagogical views, primary education, early XX th century, educational reform, modern teaching methods, textbook analysis.*

The early XX th century marked a pivotal period in the history of education across Central Asia, with the emergence of the Jadid movement as a driving force for reform. The Jadids, influenced by modernization and enlightenment ideals, sought to transform traditional education systems by introducing modern pedagogical principles. This paper aims to examine the core educational ideologies of the Jadids and analyze the primary education textbooks they developed. Understanding these contributions provides a window into the socio-cultural transformations of the time and the evolution of educational thought in the region.



In the 21st century, interest and attention towards applying pedagogical technologies in the educational process are increasing day by day. One of the reasons for this is that, until now, traditional education has been aimed at learners merely acquiring ready-made knowledge. In contrast, modern technologies teach them to independently seek out, study, analyze the knowledge they acquire, and even draw their own conclusions. Today, in the Republic, educational reform is often viewed as achieving educational effectiveness solely by adopting the educational systems of developed countries as a model.

Research conducted on the subject, such as the works of J.A. Urumbaev and U. Aleuov, and the book *"The New History of Karakalpakstan"*, provides information about the activities of Jadid schools and the Jadid movement. After achieving independence, numerous scientific studies began, with many articles, research papers, and scientific works published about the Jadids. In particular, the research by E. Karimov, S. Kosimov, O. Sharafiddinov, Sh. Turdiev, X. Boltaboev, S. Kholboev, A. Nasriddinov, B. Ergashev, T. Berdiev, N. Karimov, B. Imomov, S. Ahmedov, G. Ahmadjonov, and Z. Eshmurodova has begun to shed light on the educational, political, and pressing aspects of the Jadid movement.

These studies analyze the activities of Jadid educational reformers in various phases of their work. They are particularly significant because they provide a historical analysis of their activities across different times and regions. However, none of these studies have comprehensively analyzed the pedagogical views of the Jadids in a holistic manner. Therefore, a thorough and unified analysis of the pedagogical perspectives of these prominent educational reformers, a crucial and large branch of the Jadid movement, remains a pressing and important task.

The study employs a qualitative research methodology, combining historical document analysis with textual analysis of primary education textbooks. Archival sources, including original textbooks, were reviewed to identify pedagogical patterns and themes. Comparative analysis was conducted to evaluate the differences between



traditional madrasa curricula and Jadid textbooks in terms of content, structure, and teaching methodologies.

The pedagogical views in the works of Jadids primarily focused on reforming the education system, enhancing the role and responsibility of teachers, and delivering modern knowledge to the younger generation. Their works and activities highlighted the following key ideas regarding the content, methods, and goals of education:

New-Method Schools and Educational Reforms

- The main goal of the Jadids was to modernize education and replace traditional schools with new-method schools.

- Integration of Islamic and modern sciences: They emphasized teaching secular subjects like mathematics, history, geography, and natural sciences alongside religious studies.

- New methods: They promoted interactive and practical approaches in teaching. For instance, practical lessons in reading and writing were a hallmark of their schools.

The Role of Teachers and Students

- The role of teachers: Jadids viewed teachers as pivotal figures in the cultural and spiritual progress of society. Their works stressed that teachers should be highly educated, morally upright, and exemplary figures for the youth.

- Approach to students: They aimed not only to impart knowledge but also to nurture independent thinkers and socially active individuals.

Education Through Language and Literature

- The Jadids emphasized the importance of the Uzbek language and literature in their works. They regarded the native language as a critical tool for preserving national values, providing education, and fostering national identity.

Women's Education

- The Jadids also considered women's education as a pressing issue and advocated for creating opportunities for them. Figures like Mahmudkhoja Behbudiy and



Abdulla Avloni highlighted the importance of strengthening women's roles in society in their works.

Pedagogical Works

- Abdulla Avloni: In his work *"Turkiy Guliston yoki axloq"* (*"The Turkic Rose Garden or Ethics"*), he analyzed the role of ethical education and knowledge in societal progress. He stressed teaching moral standards and adhering to them as a key societal responsibility.

- Mahmudkhoja Behbudiy: His drama *"Padarkush"* and other works encouraged youth to seek knowledge and take responsibility for their future.

The pedagogical views of the Jadids laid the foundation for modern education. They called for nurturing the younger generation with respect for national values, a thirst for secular knowledge, and spiritual growth. Their pedagogical ideas remain relevant even today.

Abdulla Avloni's work *"Turkiy Guliston yoki Axloq"*¹ reflects the emphasis on nurturing modern educators, creating new textbooks, and developing new collections for teaching methods and skills. The Jadid educational reformers believed that the value of a person lies in their perfect knowledge of their mother tongue, the proper use of every word, and their dedication to the development of the national literary language. From a pedagogical perspective, they emphasized the importance of eloquence and the manners of speech. They highly valued the role of words in determining a person's dignity, asserting that words are the scales that measure one's level, knowledge, and virtue. Intellectuals have said that a person's speech reveals their thoughts, intentions, knowledge, strength, worth, and dignity.

Love for language and culture reflects one's attitude toward their nation. Moreover, language and literature are the mirrors of the existence of every person and

¹ Qosimov. B Milliy uygʻonish davri oʻzbek adabiyoti, -2004, - T.,;Maʼnaviyat.105 -bet.



nation in the world. The Jadids enhanced the focus on teaching the mother tongue as a foundation for national education, as they believed that national spirit and morals could only be instilled through the mother tongue, much like "what enters with milk." Research findings indicate that the pedagogical views of the Central Asian Jadids, particularly their thoughts on imparting knowledge to students, serve as an essential guide for the educational sectors of societies that are rapidly evolving and improving today.

As evidence of this, the Jadids had already brought issues of national ideas and ideology to the forefront a hundred years ago. They saw not only the development of the nation but also its survival and preservation as rooted in nationalism. Yusuf Akchura wrote, "No force could stand against the idea of nationality, this immense power."

The Jadid movement, which emerged in the early XX th century in Turkestan, was a socio-political and cultural reform initiative aimed at modernizing society through education and enlightenment. The representatives of this movement sought to transform society by improving primary education and introducing advanced pedagogical approaches.

The Role of the Jadid Movement in Primary Education

Educational Reforms:

The Jadid thinkers advocated for reforming traditional schools and madrasas and replacing them with new-method schools (Jadid schools) to educate the younger generation with progressive ideas.

Increasing Literacy:

They focused on creating concise, practical textbooks enriched with relevant information to raise literacy levels.

Key Features of the Textbooks

The primary education textbooks created by the Jadid thinkers were innovative for their time, characterized by the following features:

Modern Content and Materials:



- Unlike traditional educational materials that were primarily religious, the Jadid textbooks included secular subjects such as mathematics, geography, history, and natural sciences.

- These textbooks were written using a modernized version of the Arabic script, making them accessible and effective in improving literacy.

Methodological Approaches:

- Use of engaging and practical examples.
- Inclusion of tasks, exercises, and problems aimed at active learning.
- Moral and educational stories to impart ethical values to children.

Famous Textbooks and Authors:

- Mahmudkhoja Behbudi's Rahbari Najot (Guide to Salvation).
- Abdulla Avloni's Maktab Gulistoni (School Garden) and Maktab Adabiyoti (School Literature).
- Ismail Gasprinski's Turkish and Turkic-language textbooks, which featured fascinating stories and educational content.

Content and Outcomes of Education

- Content:

The textbooks combined religious and secular knowledge, teaching modern sciences while fostering respect for the students' culture and history.

- Outcomes:

The Jadid movement produced a generation of educated individuals who played active roles in societal reforms.

Significance of Early XX th Century Textbooks

The primary education textbooks created by the Jadids are still relevant today. They were not only tools for education but also played a significant role in the intellectual and cultural awakening of the nation at the time.



The Jadid movement and its textbooks remain historically, pedagogically, and scientifically important, marking a critical phase in the development of the national education system.

The Jadids' educational reforms were revolutionary for their time, challenging deeply rooted traditional practices. Their emphasis on modernity reflected broader socio-political aspirations, including the empowerment of the region's youth and the promotion of national identity. However, these efforts faced significant resistance from conservative factions, highlighting the tension between innovation and tradition. The textbooks serve as a testament to the Jadids' vision, offering a blend of progressive pedagogy and cultural preservation.

Conclusions

The pedagogical legacy of the Jadids remains relevant in contemporary educational discourse. Their integration of modern methods with cultural values provides a model for balancing innovation and tradition. Future research could explore the long-term impact of Jadid educational reforms on Central Asian societies and their influence on modern curricula. Additionally, efforts should be made to digitize and preserve Jadid textbooks for further scholarly study.

Suggestions for Implementation:

Incorporate studies of Jadid educational philosophy into teacher training programs.

Develop comparative curricula that highlight historical and modern educational methods.

Promote the translation and dissemination of Jadid works to a broader audience to inspire educational reforms globally.

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