

**MECHANISMS FOR USING THE SCIENTIFIC HERITAGE OF JADID
ENLIGHTENERS IN PREPARING FUTURE TEACHERS FOR PROFESSIONAL
ACTIVITY**

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Abstract

This scientific article analyzes the pedagogical views of Mahmudkhoja Behbudi, Abdulla Avloni, and Abdurauf Fitrat, who were prominent representatives of the Uzbek enlightenment movement at the beginning of the 20th century. The ideas of the Jadid enlighteners regarding education and upbringing, as well as their requirements for the teacher's personality, the content of education, teaching methods, and organizational forms, are examined from a scientific and theoretical perspective. The article substantiates mechanisms for using the scientific heritage of the Jadids in the process of preparing future teachers for professional activity. The significance of Jadid pedagogical views in shaping modern pedagogical competencies is revealed, and effective ways of their application in the system of higher pedagogical education are presented.

Keywords:

Jadidism, enlightenment, pedagogical heritage, future teacher, professional training, education and upbringing, pedagogical values.

Introduction

In the context of today's globalization, the issue of training pedagogical personnel is closely connected not only with the formation of professional knowledge and skills, but also with educating a well-rounded individual based on national and spiritual values. In the educational policy of the Republic of Uzbekistan, the effective use of national pedagogical heritage in the process of preparing future teachers for professional activity is defined as an important priority. From this perspective, the scientific and pedagogical heritage of the Jadid enlighteners constitutes a rich theoretical and practical source for contemporary pedagogical education.

Representatives of the Jadid movement regarded education as the main factor of social development. They set as their primary goal the liberation of the people from ignorance and the elevation of social consciousness through science and enlightenment. A deep analysis of Jadid pedagogical views serves as an important methodological foundation in shaping the professional competencies of future teachers.

The purpose of this article is to conduct a scientific analysis of the pedagogical heritage of Mahmudkhoja Behbudi, Abdulla Avloni, and Abdurauf Fitrat, and to substantiate mechanisms for using this heritage in the process of preparing future teachers for professional activity.

Emerging from among the people, prominent representatives of Jadid literature such as Mahmudkhoja Behbudi, Abdulla Avloni, and Abdurauf Fitrat made a significant contribution to raising the level of public education and, through this, to the development of the country and the improvement of the lives of working people. Studying their views on education and upbringing provides theoretical and practical support for organizing contemporary teaching processes



correctly and for improving the quality of education. This article examines the pedagogical experiences and ideas of the above-mentioned Jadid scholars and draws relevant conclusions.

Educational Approaches of Jadid Enlighteners

Pedagogical Views of Mahmudkhoja Behbudi

Mahmudkhoja Behbudi was one of the leading figures of the Jadid movement and interpreted education as the main means of reforming society. In his view, schools should correspond to the demands of the time, and curricula should be closely connected with real life. Behbudi paid special attention to practical knowledge and secular sciences in education.

As a teacher, Behbudi regularly expressed his views on upbringing and morality in newspapers such as *Turkiston Viloyatining Gazeti*, *Taraqiy*, *Xurshid*, *Shuhrat*, and *Tarjumon*. He published articles addressing issues related to culture and education, the benefits of secular sciences, the upbringing of a well-rounded individual, education and upbringing, and problems in the teaching process.

Behbudi stated: “The educational institutions of scholars are schools and madrasas. If the teachers and instructors in these schools and madrasas are knowledgeable and teach their students with sincerity, knowledge will certainly be acquired.” That is, he emphasized that human development depends not only on the existence of schools and madrasas, but also on the teachers’ level of knowledge, professional dedication, and enthusiasm for teaching. He criticized the teachers of his time by stating: “If the teacher himself, like most current schoolmasters and instructors, is indifferent or insufficiently educated, or if he possesses knowledge but is unaware of teaching methods, then his students will remain ignorant.”

Through these ideas, Behbudi emphasized that educating future generations depends on well-qualified teachers, that mastery of appropriate knowledge and teaching methods is crucial in the educational process, and that incorrect instruction and lack of pedagogical methodology negatively affect students’ learning outcomes.

In Behbudi’s pedagogical views, high demands are placed on the teacher’s personality. He regarded the teacher as a leading force who awakens society and educates the younger generation to be conscious and patriotic. These views are of great importance today in shaping the professional responsibility of future teachers.

Abdulla Avloni and Issues of Education and Upbringing

As a pedagogue, Abdulla Avloni emphasized the role of upbringing in a child’s development, stating: “If a person grows up with a corrupted soul, without proper upbringing and morals, then, God forbid, expecting goodness from such a person is like trying to reach the stars from the ground.” According to him, the formation of moral qualities in children is greatly influenced by the social environment, family conditions, and the people surrounding the child.

In the history of Uzbek pedagogy, Abdulla Avloni was the first to define pedagogy as “Pedagogy is the science of child upbringing.” Naturally, such a definition indicates Avloni’s deep understanding of pedagogical science.

Abdulla Avloni occupies an important place in the history of pedagogical thought through his work “*Turkiy Guliston or Morality*.” He interpreted education not merely as a process of



imparting knowledge, but as a complex process closely intertwined with moral upbringing. Avloni emphasized the necessity of educating the younger generation in the spirit of patriotism, diligence, honesty, and humanism. He stated: "In short, upbringing for us is either a matter of life or death, salvation or destruction, happiness or catastrophe."

Pedagogical values occupy a central place in Avloni's views. These values serve as an important source for shaping professional ethics and pedagogical culture in future teachers.

At the beginning of the 20th century, numerous primers were written for new schools. Among them, Avloni's "The First Teacher" holds a special place. In writing this work, Avloni relied on Saidrasul Aziziy's "Ustozi Avval." His work "The Second Teacher" is a logical continuation of "The First Teacher." The first book can be conditionally regarded as a primer, while the second can be considered a chrestomathy. In recognition of his invaluable contribution to the creation of a national education and upbringing system, Abdulla Avloni was awarded the "Order of Great Merit" on September 30, 2020.

Pedagogical Ideas of Abdurauf Fitrat

Abdurauf Fitrat, as a theoretician of the Jadid movement, approached educational reform issues from a deep scientific perspective. In his work "Rahbari Najot," he expressed his views on science and enlightenment. Like Avloni, he discussed three types of upbringing, considering physical upbringing as the key to achieving happiness and well-being, and intellectual upbringing as the development of human reasoning abilities.

He emphasized the importance of teaching children to rely on evidence in their thinking: "Teach children to think with proof; always provide them with correct and truthful information, and do not allow unfounded and false ideas to occupy their memory, otherwise they will later reason incorrectly and follow erroneous paths, causing harm." Fitrat stressed the need to teach children to draw correct conclusions, engage in discussion, and justify their ideas based on clear reasoning.

In addition, Fitrat emphasized that moral upbringing involves protecting children from immoral actions and teaching ethical norms. He argued that moral education begins in the family and continues at school, and that teachers must, above all, possess exemplary moral qualities themselves.

Fitrat supported organizing the education system in a national spirit while relying on the achievements of modern science. He advocated the development of independent thinking, critical reasoning, and creativity in students.

Fitrat's pedagogical ideas are fully aligned with today's competency-based approach and play an important role in preparing future teachers for innovative professional activity.

Contemporary Significance of Jadid Pedagogical Values

The pedagogical heritage of the Jadid enlighteners embodies a number of values that are highly relevant to the modern education system. These include the pursuit of knowledge, moral maturity, patriotism, and the social responsibility of the teacher.

Integrating these values into the content of education in the process of training future teachers strengthens the moral and ethical foundations of pedagogical activity.



Mechanisms for Using the Scientific Heritage of the Jadids

The use of the Jadids' scientific heritage in training future teachers can be implemented through the following mechanisms:

- 1.Integration into the content of academic disciplines — systematic study of Jadid views within courses such as pedagogy, history of pedagogy, and theory of upbringing.
- 2.Practical training — development of problem-based situations and pedagogical case studies based on Jadid works.
- 3.Research activity — involving students in course papers and graduation theses focused on the study of Jadid pedagogical heritage.
- 4.Upbringing process — organizing spiritual and educational activities based on the moral views of the Jadids.

The Role of Jadid Pedagogical Heritage in Shaping Professional Competencies of Future Teachers

The pedagogical views of the Jadid enlighteners are directly aligned with the competency-based approach used in modern pedagogical education. In particular, Behbudi's ideas of social engagement and mastery of secular knowledge contribute to the formation of civic competence in future teachers. Avloni's emphasis on moral maturity and educational responsibility plays an important role in developing pedagogical ethics. Fitrat's advocacy of independent and critical thinking serves as a theoretical foundation for shaping innovative and reflective pedagogical competencies.

From this perspective, the Jadid pedagogical heritage is significant not only as a historical legacy, but also as a practical and methodological resource in the professional training of future teachers.

Organizational and Pedagogical Opportunities for Using Jadid Heritage in Higher Pedagogical Education

To effectively use the scientific heritage of the Jadids in the process of training future teachers at higher education institutions, certain organizational and pedagogical conditions are required. These include enriching curricula of pedagogy history courses with Jadid views, introducing specialized elective courses, and developing electronic resources on Jadid pedagogy.

Additionally, directing students during teaching practice to design lessons and educational activities based on Jadid pedagogical views contributes to the enhancement of their professional competence.

Integration of International Pedagogical Experience and Jadid Ideas

Widely recognized concepts in world pedagogy, such as learner-centered education, a democratic educational environment, and the model of a socially active teacher, share common features with the views of Jadid enlighteners. For example, John Dewey's idea that "education is preparation for life" is clearly reflected in the views of Behbudi and Fitrat.



This demonstrates that Jadid pedagogical heritage possesses not only national but also universal pedagogical significance and can be studied within the context of international pedagogical education.

Conclusion

The scientific and pedagogical heritage of the Jadid enlighteners plays an important theoretical and practical role in preparing future teachers for professional activity. The educational ideas proposed by Behbudi, Avloni, and Fitrat, when integrated with modern pedagogical approaches, contribute to the formation of professional competencies in future teachers.

Systematic use of the Jadids' scientific heritage enhances the quality of higher pedagogical education and serves as a key factor in training pedagogical personnel who are committed to national and universal values.

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