

The Emergence of Jadidist Schools in Bukhara

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ABSTRACT

New method schools are educational institutions that reformed the educational methods and programs of Muslim schools, taught children khatsavod in their mother tongue, and promoted innovative ideas. Studying the development prospects of the Bukhara Pedagogical School in the process of educating students.

KEYWORDS: *the education, manners, schools, modernity, Koran book, talent, knowledge, innovation, technology*

Introduction:

In every social system, there are concepts such as education, spirituality and enlightenment, which ensure the spiritual growth of a person, and they require learning in connection with changes in the field of pedagogy and the development of society. is enough. The history of pedagogy studies the development of the theory of education, school and pedagogy in different historical periods from ancient times to the present day based on the needs of the times. Every social system, its future, human perspective, people's standard of living are directly related to the development of science and culture. Consequently, thanks to the independence, conditions were created for the revival and development of the national values of all the peoples who lived in the land of old Turkestan. In successfully solving the issue of raising morally pure and mature people, it is important to study the spiritual wealth of our people, the scientific heritage and historical-educational experiences of our ancestors, and to apply their achievements to educational work.

The formation and development of modern schools makes it possible to present all used electronic educational resources as a clear reference system filled with comprehensively structured information. At the same time, each student works with loads that are acceptable for him, which allows him to master the educational material in the best way.

The main part

New method schools are educational institutions that reformed the educational methods and programs of Muslim schools, taught children khatsavod in their mother tongue, and promoted innovative ideas. It was originally founded in 1884 by the enlightener Ismoilbek Gasprinsky in the city of Bokhchasaroy, Crimea, and it was a school of "method of developing sound". The development of commerce and industry in Turkestan at the end of the 19th and the beginning of the 20th century created the need to train people who can manage these fields. Centuries-old schools did not provide young people with the necessary worldly knowledge and skills. Therefore, schools with a new method of education began to be opened. In 1893, with the permission of the emir of Bukhara, Abdulahad Khan, and the initiative of Mominhoja Vobkendiy and Domla Fazil from

Gijduvan, the first new method school was opened. My next New method schools in Uzbekistan. In 1898, it was opened by Tatar teachers in the presence of Domla Salahiddin in Kokand and a cotton factory in Samarkand (the Uzbeks at that time called such schools "bad schools").

From 1900, the schools of the New Method were established by Munavvargari Abdurashidkhanov, a prominent figure of the Jadid movement in Tashkent, and by Abduqadir Shukuri (Shakuri) in Samarkand. started working. Such schools were also opened in Andijan and Namangan, Khiva Khanate. In 1908 in Bukhara, another new method school was founded by A. Burhonov and was closed soon after. In my schools, the new method was changed from the method of individual teaching in the classroom to the method of teaching in the classroom, geogr. manuals with maps, globes, etc. appeared. In the new method schools, Khatsavad children are taught the sound method - the method of savitiyaaa in their mother tongue. The schools were mostly primary schools with grades 1-4. From the 1913/14 academic year, the 2-level system was introduced in some places. The schools in this system are called model schools, and their 1st level is called preparatory (primary) classes, and 2nd level is called Rushdi (higher) classes. In particular, advanced (higher) grades (grades 5-6) have started working in the model school of M. Abdurashidkhanov, the school of A. Shukuri in Samarkand and the school of A. Ibodiyev in Kokon.

Officials of the tsarist government feared that such schools would help the growth of national culture and considered them dangerous for the tsarist authority. Therefore, various measures were put in place to stifle their activities. In particular, in 1911, a decision was made that the teachers should be of the same nationality as the students in the local national schools (except the Russian schools). Based on this decision, Tatar teachers were dismissed from their jobs, and several dozen New Methodist schools were dismissed. closed. My new method schools did not have a single curriculum, program officially approved anywhere. The lessons were conducted on the basis of the curriculum and textbooks prepared by the head and teachers of a specific school. Mas, A. Shukuri created the curriculum and plan for the 1st and 2nd grades of his school together with Behbudi. Religious classes are taught in my new method schools along with secular subjects.

Along with the alphabet book, "Alifboyi Qur'ani" was also taught. Among secular subjects, physics, chemistry, geom., arithmetic, geogr., and in some schools the Russian language is taught from the 4th grade. The Russian language exams were held at the 2-level Rustuzem school in Tashkent, and students' knowledge was assessed based on a 5-point system. Physics, chemistry, geom for upper classes in the new method schools. There were no textbooks or study guides in Uzbek for such subjects. Teachers were forced to

use manuals published in Tatar and Turkish languages for these subjects. Some teachers wrote textbooks themselves and taught based on this. Saidrasul Saidazizov "Us tadi avval" (1902), Behbudi "Risolai azredi savod" (1904), "Risolai geografiya umroni" (1905), Munavvarqori "Adibi avval", "Adibi soniy" (1907), Abdulvahid Burkhanov "Rahbari khat" (1908), Avloni "First teacher" (1910), "Second teacher" (1912), Rustambek Yusufbek son "Education first", A. Ibodiyev wrote and published textbooks "Tahsilul alifbo".

My new method schools. at the end of May, exams were held with the participation of parents and guests. In the exam, the children demonstrated that they learned how to memorize the surahs of the Qur'an, read and write in the Uzbek language, and learned 4 operations in arithmetic. My new method schools. was the first stage of modern Uzbek national schools. Based on the experience of these schools, not only the alphabet and reading books, but also the first textbooks such as "Turkish rule" and "Imlo" were created, which covered the rules of the Uzbek language. Until 1918, there were 104 New Method schools in Uzbekistan. 10,343 children studied in them. My new method schools. From the academic year of 1918/19, they were transformed into state schools and named public schools.

Jadidism occurred in difficult socio-political conditions compared to Turkestan. Its composition consisted mainly of the progressive part of the urban population of Bukhara: intellectuals, mullahs, small shopkeepers and administrators, artisans, merchants. Jadids' influence among peasants and soldiers was low at first. Jadids came up with a number of demands in the field of economy and management, for example, tax reduction. At first, they wanted to introduce reforms within the framework of the emirate system in Bukhara. In Bukhara, a farmer from Vobkent, Joraboy, opened the first new method school.

The Jadidist movement in Bukhara was opposed by some ignorant mullahs, a stream of ancients who were enemies of any innovations and reforms. At the beginning of the 20th century, Bukhara society was divided into 2 groups: the progressives led by Ikram Domla and the ancients led by Mulla Abdurazzaq.

In 1908, "Bukharoi Sharif Company" was established and engaged in publishing textbooks and selling books. Ahmadjon Hamdiy (Abusaidov), Usmankhoja Polathojayev (Usman Khoja), Hamidkhoja Mehriy, Abdulvahid Burhanov, Abdulkadir Muhiddinov, Sadridin Ainiy, Abdurahman Sa'diy were the organizers of the company. In December 1909, Jadids founded the secret society "Tarbiyai atfol" ("Children's education") in Bukhara (founders: Abdulvahid Burkhanov, Hamidkhoja Mehriy, Ahmadjon Hamdiy, Mukammil Burkhanov, Haji Rafe). This society sent young people from Turkestan and Bukhara to study at the "Taste of Bukhara Educational Society" department in Istanbul. Education abroad has made a radical change in the outlook of young people. Although Jadidism started in Bukhara and Turkestan at the same time, the difficult environment in the emirate accelerated its development. Since 1910, the Jadidist movement took an organizational form in Bukhara, and a party was formed on the basis of the secret society "Tarbiyai Atfol".

But grades are not a clear measure of knowledge. It is just a tool that encourages students to be active. Each teacher has his own work style and evaluation method. For some teachers, a grade is an incentive or a tool to keep a student

engaged for 45 minutes. From this, a sharp change in the grade of a child who has passed from one grade to the second grade is evident. Also, among pedagogues, there are those who set the grade relatively higher or save "5" even though the student's level of knowledge meets the requirements. Which of these methods is correct is a subject of constant debate. After all, as Abdibek Shirozi said: "If a person does not illuminate his path with the light of knowledge, he will remain on the street of darkness and ignorance." The light of a person's heart is strengthened by knowledge and enlightenment. The value of humanity is created by knowledge. No one has yet been harmed by science. Acquiring knowledge and teaching it is an art. A traditional-practical conference on the topic "Pedagogical education: international experience and innovative approaches" was organized at the Pedagogical Institute of Bukhara State University today with a wide content and high level, directly identifying the various problems in the higher education and public education system today and they are aimed at finding innovative solutions and popularizing positive results. Decrees of the President of the Republic of Uzbekistan No. 5712 and 5847 on "Approving the Concept of Development of the Higher Education System of the Republic of Uzbekistan and the Public Education System until 2030" and Decrees of the President of the Republic of Uzbekistan 2022-2026 It is no exaggeration to say that the Decree No. 60 of January 28, 2022 "On the Development Strategy of New Uzbekistan" for the next few years serves as the methodological basis of today's conference.

The innovative nature of education is becoming the most important tool in competition with other social institutions. In the modern socio-economic conditions, not only the content, but also the forms and technologies of teaching are important for creating a positive direction of young people towards education. It is becoming necessary to develop new methods and channels of education. Improving the quality, convenience, efficiency of education, increasing its continuous and innovative character, increasing the social mobility and activity of young people, involving them widely in various fields, educational environments are an important factor in ensuring the national security of Russia, increasing the well-being of citizens. Rotate

The goal of innovation is a qualitative change of the student's personality compared to the traditional system. This will be possible as a result of the introduction of didactic and educational programs, which are unknown in practice, into the professional activity, which implies the removal of the pedagogical crisis. Development of the ability to motivate actions, independent management of received information, formation of non-standard creative thinking, development of children by maximally revealing their natural abilities using the latest achievements of science and practice are the main goals. innovative activity. Innovative activity in education is important as a socially significant practice aimed at the moral improvement of a person, because it is able to ensure the change of all types of practices that exist in society.

Currently, the following innovative pedagogical technologies aimed at achieving modern educational results are actively used and introduced in Russian schools, which are reflected in the Federal State Education Standard:

- modular assessment technology;
- natural teaching technology;
- control and remedial teaching technology;
- paracentric teaching technology;

- technology of full knowledge acquisition;
- personal education technology;
- individual collective teaching technology;
- project study technology;
- situation method technology;

Currently, there is a need for such technologies based on personal development: creative and critical thinking, analysis, decision-making, team collaboration, etc. Therefore, under the term "new educational technologies" can be expressed modeling and imitation, including the method of concrete situations (CS). For example, "Situation - evaluation" is a ready-made prototype of a real situation that should be evaluated as "true - false" and offer your own suitable solution. This type of KS can be applied through "Find the Bugs" videos.

We often talk about the optimization of the educational and training process (TEP), the implementation of computer information technologies. But for objective reasons, not everyone can achieve it as much as they want. Some classrooms are not equipped with computers (laptops) or multimedia devices (or television screens that can be connected to laptops). And this significantly facilitates the perception and memorization (consolidation) of the educational material.

Teacher adoption of computer technology is progressing rapidly, something to be proud of, but there are still many unsolved problems and solutions to existing and emerging problems must be sought. not painful and prickly, but creative, purposeful and effective.

Problems of using new technologies in education

Currently, modern society is witnessing an uncontrolled development of information technologies, especially in the field of multimedia, virtual reality and global networks. The use of these technologies in various spheres of human life has caused many philosophical, theoretical, methodological and socio-economic problems. The biggest public objection was caused by the phenomenon of the Internet global computer network. The Internet is a convenient source of various information, which qualitatively changes the entire system of collecting, storing, distributing and using the entire human experience.

Based on the current state of informatization of society, it is necessary to expand a person's already established understanding of information culture. Information culture should reflect the following aspects for the safe living and harmonious development of society members: information ethics, aesthetics, ergonomics of information technologies, information security not only in the sense of protecting information, but also in the sense of protecting it. human psyche.

Before turning to the actors of the teacher (teacher) and student (student), it is necessary to pay attention to the main features of the educational system. Education as a system includes the concept of pedagogical system (according to N.V. Kuzmina). It can be seen as a correlation with the pedagogical system, the educational process, the subsystem of the general system of education. SHE IS...

The reaction to emotions only increased the fear of them. The whole system of education and training is based on the development of intelligence and does not pay much attention to the development of the emotional sphere. The culture of

emotional life is a modern person. The ability to express oneself with words, colors, and actions is rarely understood as a separate task. Modern education... In the West, we have everything...

The legal framework is an indispensable set of model legal solutions that allow the countries of the world to quickly harmonize their decisions... The development of investment institutions, in our opinion, will undergo the following changes and will be determined by the following main trends: First, the globalization of the institutions themselves, their integration and internationalization we are witnessing today all over the world.

Summary

The views of Jadidchilik schools in the field of education are closely connected with the mentality, lifestyle, and national values of the Uzbek people. His rich pedagogical heritage serves as a valuable resource for the development of the national school and national pedagogy. The knowledge acquired at school determines a person's future life path. Many people measure it with grades. But grades are not a clear measure of knowledge. It is just a tool that encourages students to be active. In this sense, the scientific and pedagogical activity of the Bukhara Mir Arab Madrasa is valuable for the Uzbek people, but also for all Islamic countries.

Today, it is possible to talk about the activation of the process of using Internet technologies in modern school education. This process creates a number of acute problems that are the subject of discussion among scientists, teachers, teachers who connect the development of the school with the active use of Internet technologies and the creation of unified information. educational space, contributes to the development and self-awareness of students.

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