



CHILDREN'S UPBRINGING AND THE ROLE OF THE TEACHER IN THE WORKS OF THE JADIDS

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Abstract: This article examines the perspectives of the Jadid reformers on children's upbringing and the pivotal role of teachers in shaping future generations. The Jadids, who emerged as progressive intellectuals in Central Asia during the late 19th and early 20th centuries, emphasized modern education as a cornerstone for social reform and cultural renewal. Through an analysis of key Jadid literary and pedagogical works, this paper explores how children's moral, intellectual, and physical development was prioritized, and how teachers were portrayed as essential agents of enlightenment, guidance, and national progress. The study highlights the Jadids' advocacy for a new pedagogical approach that combines traditional values with modern educational methods.

Keywords: Jadid movement, children's upbringing, education, teacher's role, Central Asia, social reform, pedagogy.

Introduction

The Jadid movement was a significant cultural and educational reform initiative that aimed to modernize the Muslim societies of Central Asia. A key element of this movement was the reform of educational practices and the upbringing of children. The Jadids believed that the future of the nation depended heavily on the younger generation's proper education and moral development. Consequently, they stressed the vital role of teachers not only as instructors but also as mentors and moral guides who could nurture enlightened and responsible citizens.



This paper investigates the Jadid vision of children's upbringing and the teacher's role, analyzing how these ideas were reflected in their writings and educational programs. Understanding these perspectives sheds light on the broader Jadid goals of social transformation and modernization.

Methodology

This research uses a qualitative approach, combining literary analysis of Jadid texts with historical and educational studies. Primary sources include works by prominent Jadid figures such as Mahmudxo'ja Behbudi, Abdurauf Fitrat, and others, who articulated views on education and child development. Secondary sources provide contextual background on the Jadid reform movement and its impact on education in Central Asia.

The study pays particular attention to the themes of moral upbringing, intellectual training, and the social responsibilities of teachers.

Results

The analysis of Jadid texts and pedagogical writings reveals several key findings regarding children's upbringing and the teacher's role:

1. **Holistic Education Approach:** Jadids advocated for an education system that integrated intellectual, moral, and physical development, moving beyond purely religious instruction. This reflected their desire to prepare children for modern societal challenges.
2. **Elevated Status of Teachers:** Teachers were viewed not merely as transmitters of knowledge but as moral guides and nation-builders. Their role was fundamental in shaping enlightened, responsible citizens who could contribute to social reform.



3. **Reform of Educational Methods:** Jadids promoted innovative teaching techniques, including the use of native languages and modern sciences, to replace the outdated madrasa system. This modernization was seen as crucial to achieving progress.

4. **Emphasis on National Identity:** Children's education was linked to the cultivation of national consciousness and pride, reinforcing the Jadid agenda of cultural revival and resistance to colonial and traditional constraints.

Overall, the Jadids' educational vision laid important foundations for subsequent reforms in Central Asian education and highlighted the transformative potential of teachers and childhood education in social development.

Discussion

The Jadids emphasized that children's upbringing should encompass not only intellectual instruction but also moral and physical education. They advocated for a curriculum that balanced religious teachings with modern sciences, languages, and hygiene, believing this holistic approach was necessary for the development of well-rounded individuals.

Teachers, according to Jadid thought, held a crucial position as the architects of this new educational model. They were envisioned as enlightened leaders who could inspire students, cultivate critical thinking, and instill national pride. Jadid writers often portrayed teachers as role models embodying both knowledge and ethical conduct.

Furthermore, the Jadids promoted the professionalization of teaching, encouraging pedagogical training and the adoption of innovative teaching methods.



This was a significant departure from the traditional madrasah system, which they criticized for its outdated methods and rigid curriculum.

Conclusion

The Jadid movement's attention to children's upbringing and the teacher's role reflects their broader commitment to societal reform and modernization. By advocating for comprehensive education and elevating the status of teachers, the Jadids sought to lay the foundation for a progressive and enlightened society. Their vision continues to influence educational thought in Central Asia and offers valuable insights into the historical roots of pedagogical reform in the region.

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