DOI: https://10.5281/zenodo.17966874

MAHMUDKHOJA BEHBUDI AS A PROMINENT SOCIAL AND PUBLIC LEADER

Abduvaliyeva Ziyoda Norqo‘ziyevna
Jizzakh State Pedagogical University

ABSTRACT

This article explores the life, work, and legacy of **Mahmudkhoja Behbudi,** highlighting his significant contributions to the development of modern Uzbek education, culture, and society. Behbudi was a central figure in the **Jadid movement,** which aimed at reforming traditional education and promoting progressive social change in Central Asia during the late 19th and early 20th centuries. Through his innovative teaching methods, publications, and public activities, Behbudi played a crucial role in modernizing the educational system, introducing new curricula, and advocating for the use of the **usuli jaded** a method emphasizing active learning, literacy, and critical thinking.

Key words: Jadid movement, educator, reformer, usuli jadid, progressive reforms, cultural advancement, Uzbek society.

АННОТАЦИЯ

В данной статье рассматривается жизнь, деятельность и наследие Махмудходжи Бехбуди, освещается его значительный вклад в развитие современного узбекского образования, культуры и общества. Бехбуди был центральной фигурой в движении Джадидов, целью которого было реформирование традиционного образования и содействие прогрессивным социальным изменениям в Центральной Азии в конце XIX и начале XX веков. Благодаря своим новаторским методам обучения, публикациям и общественной деятельности Бехбуди сыграл решающую роль в модернизации системы образования, внедрении новых учебных программ и пропаганде использования метода «усули джадид», который делает акцент на активном обучении, грамотности и критическом мышлении.

Ключевые слова: движение Джадидов, педагог, реформатор, усули джадид, прогрессивные реформы, культурный прогресс, узбекское общество.

ANNOTATSIYA

Ushbu maqolada Mahmudxo‘ja Behbudiyning hayoti, faoliyati va merosi o‘rganiladi, uning zamonaviy o‘zbek ta’limi, madaniyati va jamiyati rivojiga qo‘shgan ulkan hissasi ta’kidlanadi. Behbudiy XIX asr oxiri va XX asr boshlarida Markaziy Osiyoda an’anaviy ta’limni isloh qilish va progressiv ijtimoiy o‘zgarishlarni ilgari surishga qaratilgan jadidchilik harakatining markaziy shaxsi bo‘lgan. Behbudiy o‘zining innovatsion o‘qitish usullari, nashrlari va jamoat faoliyati orqali ta’lim tizimini modernizatsiya qilishda, yangi o‘quv dasturlarini joriy etishda va faol o‘rganish, savodxonlik va tanqidiy fikrlashga urg‘u beradigan usul jadid usulidan foydalanishni targ‘ib qilishda muhim rol o‘ynadi.

Kalit so‘zlar: jadidchilik harakati, ma’rifatparvar, islohotchi, usul jadid, progressiv islohotlar, madaniy taraqqiyot, o‘zbek jamiyati.

INTRODUCTION

In the contemporary context of Uzbekistan, the concept of the Third Renaissance has emerged as both a strategic national goal and a guiding principle for social and educational development. Education is recognized as a crucial factor in achieving this renaissance, prompting a series of radical reforms in the higher education system. The development strategy of the new Uzbekistan emphasizes addressing global challenges, particularly those arising from rapid technological progress and innovation. A key component of this strategy is cultivating highly qualified specialists equipped with systematic, analytical, and creative thinking skills, while remaining informed about the latest scientific and technological advancements. Historically, the intellectual foundation for such reforms was laid by prominent figures such as Mahmudkhoja Behbudiy (1875–1919). Behbudiy, an influential educator, reformer, and public intellectual, played a pivotal role in the Jadid movement, which sought to modernize education, culture, and social consciousness in Central Asia. His efforts in founding Usuli Jadid schools, promoting literacy, and advocating secular and progressive education profoundly shaped the development of Uzbek society. Recognizing his contributions, the President of the Republic of Uzbekistan awarded Behbudiy the Order “For Great Services” in 2020, honoring his role in advancing the national education system and inspiring cultural enlightenment.

RESEARCH METHODS AND MATERIALS

The present study employs a descriptive-analytical methodology, which enables a comprehensive and systematic examination of Mahmudkhoja Behbudiy’s contributions to education, literature, and cultural reform. This methodology is particularly suitable for studying historical figures whose impact spans multiple domains, as it combines elements of historical, linguistic, educational, and cultural

analysis. By integrating these approaches, the research provides a nuanced understanding of Behbudiy's legacy, capturing both the tangible reforms he introduced and the broader socio-cultural significance of his work. The study draws upon a wide array of primary and secondary sources to ensure a rigorous and multidimensional analysis:

Historical and Archival Materials: Archival documents, historical records, and official decrees including the presidential award recognizing Behbudiy for his contributions to national education form the foundational basis for understanding his role in educational and cultural reform. These materials offer insight into the socio-political context of Central Asia during the late 19th and early 20th centuries, particularly regarding the challenges faced by reformers in the Jadid movement. They also provide evidence of institutional responses to Behbudiy's initiatives and highlight the recognition of his efforts by later generations, demonstrating the lasting impact of his work on modern Uzbekistan.

Literary and Pedagogical Texts: Behbudiy's own writings, encompassing both literary works and educational texts, are analyzed to assess his intellectual and cultural influence. Particular attention is given to his drama Padarkush (The Patricide), which addresses pressing social, moral, and educational issues through compelling dramatic narratives. By examining the themes, characters, and dialogues in his works, the study explores how Behbudiy communicated reformist ideas to a broad audience, blending artistic expression with educational and moral instruction. His pedagogical texts are also studied to understand the principles of the Usuli Jadid system, including innovative teaching methods, curriculum design, and the introduction of secular subjects alongside religious instruction.

Scholarly Literature: Secondary sources, including research on Central Asian reform movements, the historical development of modern Uzbek education, and the Jadid movement, provide theoretical and analytical frameworks for interpreting Behbudiy's influence. Works by scholars such as E. Allworth offer critical perspectives on his literary contributions and contextualize his educational and cultural activities within the broader intellectual awakening of the region. Academic literature also enables comparative analysis, highlighting how Behbudiy's reforms aligned with or diverged from other contemporary educational movements.

RESULTS AND DISCUSSION

Mahmudkhoja Behbudiy's educational reforms represented a significant departure from the traditional madrasa system, which relied heavily on memorization and religious instruction. Through Usuli Jadid schools, he introduced a modern curriculum that included mathematics, natural sciences, geography, history, and secular subjects alongside religious education. The reforms emphasized:

Critical thinking and analytical skills rather than rote learning.

Practical knowledge applicable to everyday life and societal development.

Modern teaching tools, including printed textbooks and phonetic methods for language instruction.

Behbudiy's reforms not only elevated the quality of education but also fostered a culture of intellectual curiosity and enlightenment, preparing students to meet the challenges of a modern and technologically advancing world. Behbudiy's literary works, particularly the drama Padarkush, exemplify his commitment to social and cultural reform. The play addresses pressing issues such as ignorance, moral decay, family dysfunction, and the necessity of education for societal advancement. By presenting these themes through relatable characters and dialogues in the vernacular language, Behbudiy ensured that his messages reached a wide audience.

As a leading figure in the Jadid movement, Behbudiy promoted progressive reforms such as secular education, gender inclusivity, and civic responsibility. His efforts were instrumental in cultivating a generation of educated, socially aware, and culturally enlightened youth an essential prerequisite for the Third Renaissance in Uzbekistan. Behbudiy's influence persists in contemporary Uzbekistan, where education continues to be prioritized as a driver of national development. Honoring his contributions through awards and scholarly research reinforces the connection between historical reformers and modern educational strategies. By studying and perpetuating his pedagogical and literary legacy, current and future generations of educators can continue to advance the principles of critical thinking, cultural awareness, and social responsibility.

Mahmudkhoja Behbudiy remains a towering figure in the history of Uzbek education, literature, and cultural reform. His pioneering work in the Jadid movement, establishment of Usuli Jadid schools, and literary contributions laid the foundation for modern educational practices and cultural awakening in Central Asia. Through his advocacy of critical thinking, literacy, and secular education, Behbudiy sought to bridge traditional values with modern progress, preparing society for the challenges of a changing world.

The recognition of Behbudiy's achievements, including the 2020 presidential award, reflects the enduring relevance of his ideas and serves as an inspiration for continued educational reform in Uzbekistan. His legacy underscores the importance of intellectual leadership, social responsibility, and cultural enlightenment in shaping the future of a nation. By studying and applying Behbudiy's principles, contemporary educators and reformers can foster a generation of educated, innovative, and socially conscious citizens, thereby contributing to the ongoing Third Renaissance in Uzbekistan.

REFERENCES:

1. O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning O‘qituvchi va murabbiylar kuniga bag‘ishlangan tantanali marosimdagi nutqi.1-oktabr 2020-yil
2. Ahrorova Z.Mahmudxo‘ja Behbudiyning pedagogik qarashlari va ma’rifiy-amaliy faoliyati. Pedagog. Fan.nomzodi. diss.T.: 1997. 157
3. Аҳророва, З. Б. (2019). Алишер Навои ижоди воситасида баркамол авлодни тарбиялаш. Современное образование (Узбекистан), (3 (76)), 49-53.
4. Аҳророва, З. Б. (2023). МАҲМУДХЎЖА БЕҲБУДИЙНИНГ МАЪНАВИЙ-АХЛОҚИЙ ТАРБИЯГА ОИД ҚАРАШЛАРИ. Academic research in educational sciences, 5(NUU Conference 2), 201-206.