

The Educational And Upbringing Views Of The Jadids And Their Significance In Modern Education: In The Context Of A Digital Learning Environment

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Abstract: This article analyzes the educational and upbringing views of Jadid enlighteners and their scientific and practical significance in the modern education system within the context of a digital learning environment. The relevance of the study is determined by the need to integrate national pedagogical heritage with modern innovative approaches under the conditions of globalization and digitalization of education. The article systematically examines the fundamental principles of Jadid pedagogy, including scientific orientation, practical focus, the integration of national and modern values, the development of independent thinking, and the idea of achieving social progress through enlightenment. In addition, the interrelation of these views with the competency-based approach, learner-centered education, and innovative pedagogical technologies is substantiated. The study employed historical-pedagogical analysis, comparative and systemic methods. The results demonstrate that teaching the Jadid heritage through digital platforms, electronic resources, and interactive methods contributes to the development of critical thinking, self-directed learning skills, and national identity among students. In conclusion, the pedagogical ideas of the Jadids are recognized as an important methodological source for the modernization of modern education.

Keywords: Jadid pedagogy, digital education, history of pedagogy, national education, competency-based approach, enlightenment.

Introduction: Globalization and digitalization processes, as key factors in the development of modern society, are fundamentally transforming the content, methods, and organizational forms of the education system. The rapid development of information and communication technologies has led to the transformation of the educational process from a traditional knowledge-transmission model to a system based on learner-centered, competency-oriented, and innovative approaches. The digital environment is significant in expanding opportunities for individualized learning, flexible instruction, the use of open educational resources, and lifelong learning [1].

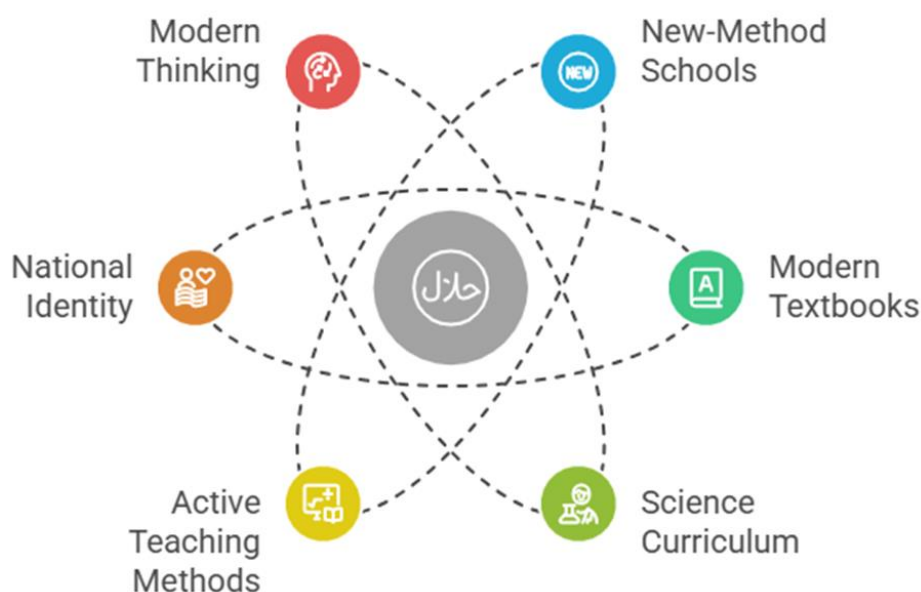
In modern pedagogical theory, the digitalization of education is interpreted not only as a technological innovation but also as a social transformation of educational content and pedagogical interactions.

Researchers emphasize that digital education changes the role of the teacher from a transmitter of information to a facilitator and manager of the learning process, while learners become active, independent, and reflective participants in their own learning [2]. From this perspective, the modern education system requires the integration of innovative technologies with national pedagogical values and historical experience.

The integration of national pedagogical heritage into the modern educational process has become one of the important scientific directions of pedagogical research in recent years. Under the conditions of globalization, not only the technological modernization of education but also the preservation of national identity, spiritual values, and cultural heritage is of particular importance. In this regard, the pedagogical views of Jadid enlighteners serve as an important methodological

resource for the development of modern education [3].

The Jadid Movement's Educational Reforms



Foreign researchers evaluate Jadidism as an intellectual and pedagogical movement aimed at the modernization of Muslim societies. According to their views, the Jadids represented a social group that sought to renew society through new communication tools, the press, and education [4]. The theoretical essence of Jadid pedagogy is consistent with the fundamental principles of modern education. In particular, their ideas of practice-oriented learning, the development of independent thinking, rapid and effective teaching, comprehensive personality development, and achieving social progress through education correspond to the contemporary competency-based and innovative

educational paradigm.

Today, the digitalization of education is considered one of the priority directions of state policy. Digital technologies ensure open access to educational resources, enable the visualization of complex knowledge through multimedia tools, expand opportunities for distance learning, and support the development of students' independent learning activities [5]. At the same time, the digital environment creates opportunities for preserving historical and pedagogical heritage, digitizing it, and studying it in an interactive format.

Table 1.

Main directions of modern educational transformation

Direction	Content
Digitalization	Electronic resources, LMS, distance learning
Individualization	Personalized learning trajectories
Competency-based approach	Development of practical and life skills
National integration	Use of historical and pedagogical heritage
Interactivity	Multimedia, simulations, and project-based learning

Modern pedagogical research shows that teaching historical and pedagogical heritage in a digital environment contributes to the development of critical thinking, historical awareness, information literacy, and national identity among students [6].

Table 2.

Correspondence between Jadid pedagogy and modern educational paradigms

Principle of Jadid pedagogy	Requirement of modern education
Progress through knowledge	Lifelong learning
Practical knowledge	Competency-based approach
Mother-tongue instruction	Cultural and communicative competence
Active learning	Interactive methods
Enlightenment	Social responsibility and civic competence

Based on the above, the scientific analysis of the educational views of the Jadids within the context of modern digital education is considered one of the urgent research directions in pedagogical science. Therefore, the purpose of this study is to analyze the educational and upbringing views of the Jadids in the context of modern digital education and to determine their pedagogical and methodological significance.

Literature Review. The Jadid movement emerged in Central Asia at the beginning of the twentieth century as an important component of socio-cultural renewal, with the modernization of the education system at its core. Jadid pedagogy developed as a conceptual approach aimed at reforming the traditional education system, introducing modern scientific achievements, and ensuring the intellectual and social development of the individual. Researchers evaluate Jadidism not only as a pedagogical phenomenon but also as a socio-cultural modernization movement [7].

The analysis of the theoretical foundations of Jadid pedagogy shows that this movement relied on the following fundamental principles: achieving social progress through knowledge, practical and life-oriented education, the integration of national and modern values, the use of active and comprehensible teaching methods, and the massification of education. These principles were innovative for their time and interpreted education as a key factor in personal development and social advancement [8].

Foreign scholars associate Jadidism with processes of intellectual awakening and modernization within Muslim societies. For example, A. Khalid describes the

Jadids as a social group that sought to transform society through new communication tools, the press, and education. According to him, the Jadid movement represented a complex effort aimed at shaping a modern worldview, developing scientific thinking, and ensuring social transformation [9]. Ingeborg Baldauf, in turn, considers Jadidism as part of reformist and modernist movements in the Muslim world [10].

In modern pedagogical theory, the educational views of the Jadids are noteworthy due to their compatibility with competency-based approaches, learner-centered education, and active teaching technologies. The Jadids' emphasis on concise and clear instruction, visualization, and practical learning activities corresponds to the principles of constructivist pedagogy.

The emergence of digital education theory reflects the transition of the education system to a new stage of development. According to M. Prensky's concept of "digital natives," modern learners process and acquire information in close interaction with digital technologies. Therefore, teaching methods should be transformed in accordance with their cognitive characteristics [11].

D. Laurillard interprets digital pedagogy as a scientifically grounded system based on the design of the teaching and learning process. According to her, the effectiveness of digital education depends on interactive communication, reflection, and the active organization of learning activities [12]. A. Bates analyzes digital education from a strategic perspective and emphasizes that the effective use of technology improves educational quality only when aligned with

pedagogical objectives [13].

The socio-pedagogical aspects of digital education are also reflected in the works of S. Stepanov. The author considers digitalization as a structural and content-related transformation of the education system and substantiates the shift in the teacher's role from an information provider to a facilitator and organizer of learning activities [14]. Research findings indicate that digital education creates opportunities for developing individualized learning trajectories, organizing interactive and multimedia-based instruction, enhancing students' independent learning activities, ensuring flexibility in the educational process, and strengthening teacher–student interaction [15]. At the same time, modern studies demonstrate that the blended learning model provides the most effective results, as it integrates traditional pedagogical interaction with technological capabilities.

A comparative analysis of the theoretical principles of Jadid pedagogy and modern digital education concepts demonstrates their methodological compatibility. In particular, the Jadids' emphasis on rapid and effective teaching, practice-oriented learning, the development of independent thinking, and the massification of education corresponds to the fundamental principles of modern digital pedagogy. This indicates that teaching Jadid heritage within a digital learning environment is not only a historical and pedagogical necessity but also an important scientific direction for the modernization of education based on national foundations.

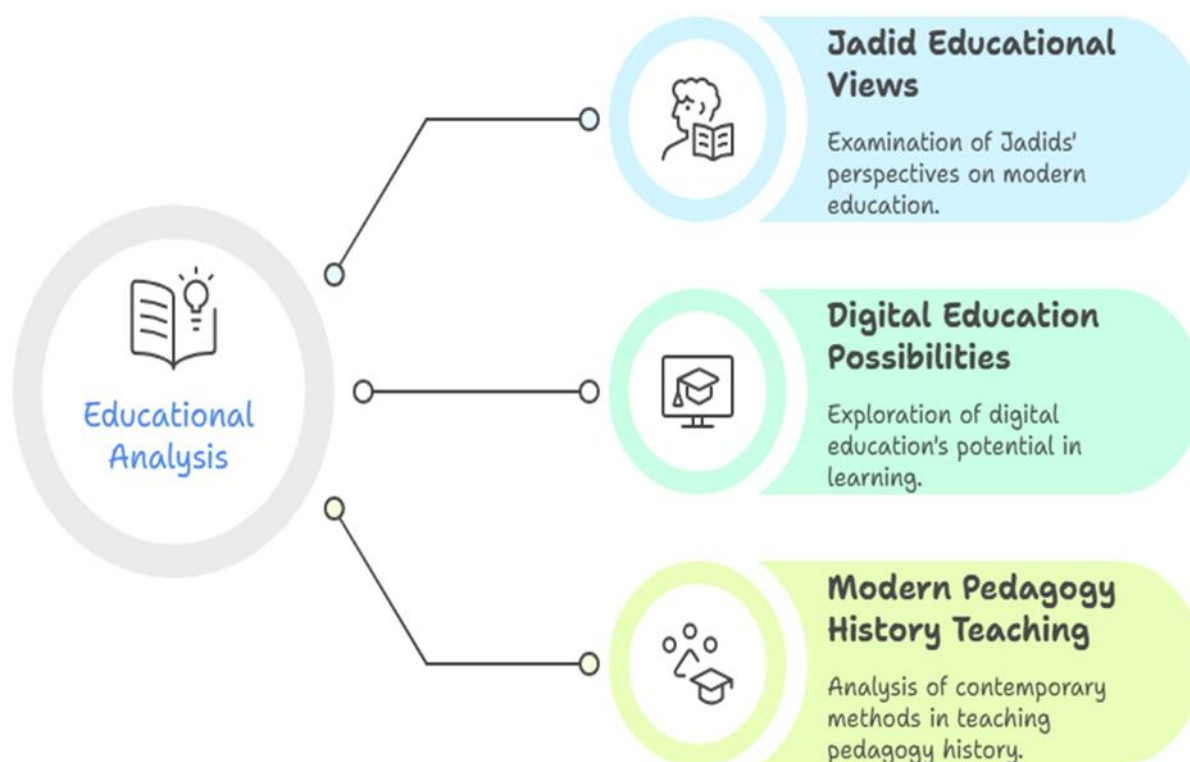
Methodology. This study was conducted on the basis of

a comprehensive scientific approach aimed at analyzing the pedagogical views of the Jadids within the context of modern digital education. Qualitative research methods were employed throughout the study.

First, the method of historical-pedagogical analysis was used to examine the educational ideas of Jadid enlighteners, the factors influencing their formation, and the content and essence of their pedagogical heritage. This method made it possible to identify the historical context of Jadid pedagogy and to reveal the trends of its evolutionary development [16].

A comparative method was applied to compare the principles of Jadid pedagogy with modern competency-based and digital education concepts. This approach helped identify methodological similarities and differences between historical pedagogical ideas and contemporary educational paradigms [17]. In addition, the study employed content analysis. Through this method, the pedagogical views of the Jadids, as well as scientific sources and international research on digital education, were analyzed in terms of their content. Content analysis allowed the identification of the frequency of key pedagogical ideas, major conceptual categories, and dominant research directions [18]. The systemic approach served as the methodological foundation of the study. This approach made it possible to consider the pedagogical heritage of the Jadids as an integral component of the modern education system and to comprehensively assess its functional potential within the digital learning environment [19].

Unveiling the Dimensions of Educational Analysis



Results

The results of the study showed that the fundamental principles of Jadid pedagogy are methodologically consistent with the conceptual foundations of the modern competency-based education model. In

particular, the ideas promoted by the Jadids—practice-oriented knowledge, the development of independent thinking, the formation of national consciousness, and the enhancement of social activity through education—correspond to the competencies required in the 21st century [20].

Table 3.

Correspondence between Jadid pedagogy and modern educational competencies

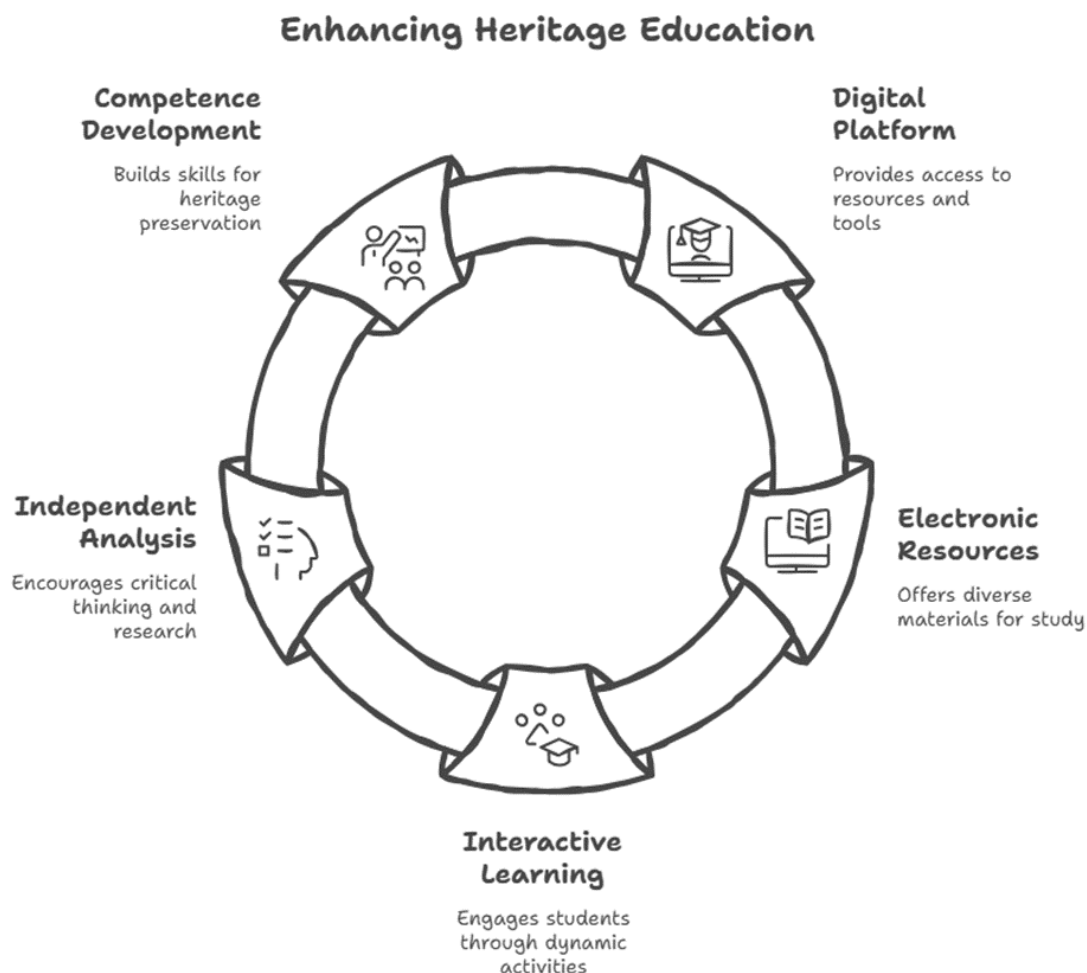
Jadid idea	Modern competency
Practical knowledge	Problem-solving and critical thinking
Instruction in the mother tongue	Communicative competence
Independent learning	Self-directed learning
Progress through enlightenment	Innovative thinking
National consciousness	Civic and social competence

The analysis demonstrated that Jadid pedagogy can be considered an integrative model aimed at the intellectual, social, and cultural development of the individual. Modern information technologies

significantly expand the possibilities for studying the Jadid pedagogical heritage in a new didactic format. According to the research findings, the digital environment creates pedagogical opportunities such as

digitizing Jadid textbooks and sources; using electronic archives and libraries; providing multimedia presentations through video, audio, and podcasts; organizing interactive tasks and project-based activities; and conducting virtual seminars and discussions.

Research shows that multimedia-based instruction increases the efficiency of information perception by 30–40% [21]. This model corresponds to the principles of constructivist pedagogy and ensures the active knowledge construction process by learners [22].



The analysis also revealed that, along with pedagogical effectiveness, digital education has certain challenges.

Table 4.

Advantages and limitations of digital education

Advantages	Limitations
Wide access to resources	Problems with Internet infrastructure
Opportunities for independent learning	Insufficient digital literacy
Visual and interactive presentation	Technical failures
Increased motivation	Issues related to content quality

Studies indicate that the effectiveness of digital education largely depends on teachers' digital

competence and methodological readiness [23].

Discussion

The obtained results demonstrate a deep methodological connection between Jadid pedagogy and modern educational theory. The ideas promoted by the Jadids—modernization of education, increasing learner activity, and ensuring social progress—are consistent with contemporary processes of educational transformation. Based on the analysis, the following scientific conclusions were drawn.

First, Jadid pedagogy can be considered a historical model of modern pedagogy. Its core ideas form the early theoretical foundations of constructivist and competency-based approaches.

Second, digital education represents the modern technological form of the Jadids' principle of "fast, clear, and effective learning." Contemporary pedagogical research confirms that digital tools enhance interactivity and support the individualization of the learning process [24].

Third, the blended learning model is recognized as the most effective approach. This model ensures the integration of traditional pedagogical interaction with digital technologies [25].

Fourth, the study of Jadid heritage:
contributes to the formation of national identity;
develops critical thinking;
strengthens moral and spiritual values;
increases social responsibility.

Conclusion

The research findings indicate that the educational and upbringing views of the Jadids correspond methodologically and substantively to the requirements of the modern education system. Jadid pedagogy represents the historical foundation of a learner-centered, practice-oriented, and socially oriented educational model.

The study revealed that:

the pedagogical ideas of the Jadids form the methodological basis of competency-based and innovative education;

digital technologies provide opportunities for studying and widely disseminating Jadid heritage in new formats;

interactive and multimedia-based instruction increases students' motivation and promotes independent learning;

organizing the History of Pedagogy module based on Jadid heritage within a digital environment significantly improves the effectiveness of education.

Thus, the integration of Jadid pedagogical heritage with modern digital education can be recognized as an important scientific and practical direction for the modernization of the national education system.

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