

Content of The Development of Critical Thinking Skills in Students on The Basis of Pedagogical Views of Jadids

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Abstract: The Jadidist movement was formed in the Turkestan region at the beginning of the 20th century, with the main goal of reforming society and joining the ranks of the progressive states. The Jadid Enlightenment sought to develop the nation by updating the education system. Their pedagogical views are important today for the development of critical thinking skills in their students. In this article, students will receive feedback and feedback on the content of the development of critical thinking skills based on the pedagogical views of jadids.

Keywords: Mahmudhaja Behbudiy, jadidism, pedagogical views, independent thinking, schools of the new method, educational reform, curricula, press, enlightenment, critical thinking.

Introduction: The jadids were a movement of reformist intellectuals active in Central Asia, specifically Turkestan, in the late 19th and early 20th centuries, who had a tremendous impact on the social, cultural and spiritual progress of their time. The jadidism movement was dominated by countrymen and intellectuals who promoted the ideas of Modern Education, Science, National Awakening and cultural renewal. Their main goal was to free the people from ignorance, illiteracy, old-fashioned thinking and direct them to development in harmony with the Times.

The jadids favored the establishment of new-style schools, criticizing the weakness of the education system in the old-fashioned school and madrasas. In these schools, it was believed that children should study modern subjects such as calculus, geography, natural science, history, and not read Arabic-Persian poetry. Education for the jadids was the foundation of the nation's progress. Therefore, by writing textbooks, opening schools, issuing newspapers and magazines, they urged the people to teach, to think in a new way.

Among them were famous jadid intellectuals like Mahmudhaja Behbudiy, Ismail Gaspirali, Abdullah Avlani, Munavvar Qori Abdurashidkhanov, Fitrat. For example, Mahmudhaja Behbudi, through his works like "Risolayi jadida", "Padarkush", promoted the ideas of reform in education, building a just society and

educating young people. Ismail Gaspirali, on the other hand, promoted the awakening of Turkic peoples, advancing the slogan "unity of language, unity of thought, unity of work". Abdullah Avlani, in his work "Turkish Gulistan or morals", reflected on the orientation of the younger generation towards moral, aesthetic, social education.

The jadids were active not only in education, but also in the fields of press, literature, theater, art, culture. They opened newspapers, put on performances on stage, made open comments on social and political topics. As a result of their activities, the process of awakening in society began, new thinking, and modern ideas began to take root.

At the same time, the jadids were subjected to severe repression under the political pressure of their time. When Soviet power was established, many of them were declared nationalist, reactionary forces and repressed. Their contribution to popular spirituality, however, has not lost its relevance today, especially their ideas on critical thinking, renewal, progress through science and enlightenment. The Jadid heritage began to be re-valued at the time of independence, and their names, works, views are gaining an important place in the upbringing of the younger generation.

The jadids emphasized the need to reform traditional educational methods and called for the development of

independent thinking and the ability to analyze the environment in students. For example, Mahmudhaja Behbudi encouraged educators to develop independent thinking and the ability to question the environment of students. Mahmudhaja Behbudi (1875-1919) was one of the leading exponents of the Uzbek jadidism movement and made a significant contribution towards reforming the education system and elevating the nation. His pedagogical views are aimed at developing independent thinking in students, through which they aim to increase their ability to analyze the environment and ask questions.

Behbudi understood that traditional schools could not meet modern requirements and established new method schools called "method jadid". Advanced pedagogical methods were used in these schools and special attention was paid to the development of students' ability to think independently. Classes were conducted on the basis of interactive methods, and the activity and creativity of students were encouraged.

Behbudi also promoted his pedagogical ideas through his newspaper "window". Through this publication, he covered current issues in society and encouraged readers to think critically. Through this, the worldview of the younger generation expanded and the ability to think independently developed. Through his pedagogical activity, Mahmudhaja Behbudi paid great attention to the development of independent thinking in students. Through his work in the new method schools and the press, the aim was to enrich the younger generation with modern knowledge and to teach critical thinking. Behbudi's efforts in this regard are instrumental in the development of the Uzbek educational system.

The jadids, the Uzbek enlighteners of the early 20th century, sought to advance the society by reforming the education system. Their pedagogical vision was to build critical thinking skills in their students by teaching modern subjects and teaching them in their native language.

The jadids aimed to educate students in critical thinking by teaching modern subjects such as mathematics, natural sciences and geography. This approach encourages students to think logically and analytically. They stressed the need for students to study not only religious knowledge, but also secular subjects. Through this, the scientific worldview of the younger generation was expanded and independent thinking skills were developed. In the schools of the new method, opened by the jadids, modern subjects were taught, scientific knowledge of students was increased, and critical thinking was developed.

Jadid educators have advocated for students to take

classes in their native language in order to foster critical thinking while instilling national literature and religious values. They came to understand that education in their native language helps students to understand topics more deeply and express their thoughts clearly. Through this approach, students' logical thinking skills have evolved and their perception of the national self has been strengthened. Jadid efforts to educate the native language have contributed significantly to the development of national culture and language. The education reforms and pedagogical views of the jadids are still relevant today and are important in teaching the younger generation to critical thinking.

The jadidist movement was formed in the Turkestan region at the beginning of the 20th century, with the main goal of reforming society and joining the ranks of the progressive states. The Jadid Enlightenment sought to develop the nation by updating the education system. Their pedagogical views are still relevant today and are important for the development of critical thinking skills in their students in the current educational system.

The jadids emphasized the need to reform traditional educational methods and called for the development of independent thinking and the ability to analyze the environment in students. For example, Mahmudhaja Behbudi encouraged educators to develop independent thinking and the ability to question the environment of students. citeturn0search6 continues this approach today to provide students with the opportunity to think independently and freely express their views. This, in turn, serves to develop their critical thinking abilities.

The jadids aimed to train students in logical and analytical thinking by teaching modern subjects such as mathematics, natural sciences and geography. They stressed the need for students to study not only religious knowledge, but also secular subjects. Through this, the scientific worldview of the younger generation was expanded and independent thinking skills were developed. Even in the current educational system, it is important to train students in logical and analytical thinking by deeply teaching modern subjects.

Jadid educators have advocated for students to take classes in their native language in order to foster critical thinking while instilling national literature and religious values. Education in the native language increases students' respect for national values and culture, as well as helping them to gain a deeper understanding of complex concepts. Today, through the development of education in the native language, students can be encouraged to understand the national identity and think critically.

Critical thinking is a person's ability to analyze events in depth, draw independent conclusions, compare different points of view, think logically and justify their views. This skill ensures that the individual is able to apply that knowledge to life issues, not just knowledge. A critical thinker not only simply receives information, but analyzes it, can distinguish between truth and wrong, ask questions and form his point of view by evaluating any opinion.

The jadids, reformist intellectuals active in the late 19th and early 20th centuries, were the ones who paid great attention to the development of critical thinking. They stressed that in order for society to progress, the worldview of young people to be broad, and the framework of thinking to be renewed, it is necessary to reform the educational system. According to the jadids, the student should be able to express his opinion independently, take a critical approach to the knowledge learned, and be open to innovation. These views are evident in their new programs for schools and madrasas, in their class styles and in their performances in the press. For example, jadids like Mahmudhaja Behbudiy, Abdullah Avlani, Ismail Gaspirali encouraged young people to think, ask questions, and understand the surrounding reality.

The development of critical thinking is primarily done by creating an educational environment based on open communication. Critical thinking develops through assignments that motivate students to think independently, problem situations, controversies, writing an analytical essay, scientific research. It is also important to give readers the opportunity to use different sources, compare opposing opinions, draw conclusions based on evidence and proof. The teacher, on the other hand, needs to be guided, thought-provoking, not just a knowledge-giver, in this process.

Critical thinking is important for teaching students to grow up to be an all-round mature, socially engaged, independent-minded individual. In the current era, when the flow of information increases, every young person is obliged to have critical thinking in order to be able to assess real and virtual information, to be able to defend against false and manipulative information, to have an active position in society. This skill is important not only in education, but also in every aspect of life. A critical thinking person is not indifferent to problems in society, he is always looking for solutions, trying to improve his environment. Therefore, developing critical thinking in students means preparing them for the future, instilling in them a culture of independent thinking.

The jadidism movement is not only a historical phenomenon, but also a spiritual foundation that can

become a rich resource in the formation of critical thinking in today's educational system. The pedagogical views of the jadids were extremely progressive for their time, they aimed to educate the younger generation not only as an educated, but also as an independent thinker, not indifferent to changes in society. It is these aspects that can become the basis for the formation of a critical thinking skill.

Therefore, the pedagogical views of the jadids can be a great example in the formation of critical thinking among students today. Their teaching methods, question-and-answer based training, life-issue-oriented assignments are very close to the interactive methods that are widely used in modern education. The path taken by the jadids in teaching students to analyze problem situations, assess social events, and make independent decisions has not lost its relevance.

CONCLUSION

In conclusion, the pedagogical heritage of the jadids is still relevant today, and their educational views are important in the development of critical thinking skills in their students. Through approaches such as supporting independent thinking, teaching modern subjects, and developing education in the native language, it is possible to enhance the logical and analytical thinking abilities of their students in the current educational system. Therefore, the study and implementation of the pedagogical views of jadids in practice serves to further improve the quality of education.

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