

Pedagogical Foresight Views of The Jadid Enlighteners

Utaev Akram Yuldoshevich

Tashkent University of Economics and Pedagogy, Doctor of Philosophy (PhD) in Pedagogical Sciences, Uzbekistan

Received: 31 December 2025; **Accepted:** 23 January 2026; **Published:** 28 February 2026

Abstract: In the process of globalization, educating young people as individuals who can oppose harmful influences and trends, and who possess firm confidence and outlook in life, in the spirit of patriotism, civic sense, tolerance, respect for laws, as well as national and universal values, serves as an important source in achieving effectiveness in the education system and plays a key role in the pedagogical heritage. This article analyzes the pedagogical foresight views, content, and mechanisms of the Jadid enlighteners, who are one of the important pedagogical sources, and presents the author's individual approaches.

Keywords: Jadidism, enlightenment, Farsightism view, content, source, mechanism, approach, education, process, culture, enlightenment, drama, newspaper, literature, politics, future.

Introduction: One of the main strategies of the development of New Uzbekistan is to achieve quality education in the country and to improve the foundations of the pedagogical process. In this regard, studying the heritage of Uzbek enlightenment figures and using it to improve the pedagogical process is particularly relevant. In the decree PF-5847 of the President of the Republic of Uzbekistan dated October 8, 2019, "On the Concept of Developing the Higher Education System of the Republic of Uzbekistan until 2030," the task of researching foresight methods in our country was set, and in this regard, it is considered important to study the theory and practice of the foresight views of the Jadid enlightenment figures [1]. At this point, we draw your attention to the analysis of the content, sources, and mechanisms of the foresight views of the Jadid enlightenment figures.

LITERATURE REVIEW

Significant research has been carried out by Begali Kosimov, Naim Karimov, Shukhrat Rizaev, Durdona Akhadova, and Shoirab Abduljalilova on the life, activities, works, and educational views of Jadid enlighteners [2;3;4;5;6]. The well-known scientist and literary scholar B. Kosimov, as a result of his research on Jadidism, Jadid

enlightenment, and Jadid literature, contributed to the development of ideas about 'Jadidism' in society [2]. It should be specially noted that Professor H. Boltaboev, in his scientific research works on the scientific and literary heritage of A. Fitrat, one of the founders of Uzbek Jadid literature, and his role in the development of contemporary literature, relied on reliable sources [3]. Literature scholar and journalist Sh. Rizaev's conclusions on Jadidism, Jadid dramaturgy, and the impact of press activities on the development of national culture are considered important sources for studying the scientific heritage of Jadid enlighteners [4]. Foreign scholars have tried to reveal the political views of the Jadids, E. Olvors' research on modernizing Islam [7], Adeeb Khalid's work on the Jadid movement and its role in social development [8], and Ingeborg Baldauf's research on the Jadid movement and the activities of the Jadids [9].

METHODOLOGY

The word "Foresight" is English and means to foresee, justify, determine, and evaluate. The main content of this concept involves the meaning of being able to "foresee" the prospects of social, economic, and spiritual events. In this regard, the pedagogical foresight

concept's meaning includes the following three important issues: 1) to foresee (predict) the prospective directions of the pedagogical process; 2) to justify the prospective directions of the pedagogical process; 3) to evaluate the prospective directions of the pedagogical process. The process of foreseeing the prospective directions of the pedagogical process includes ideas about changes in the content of education, teaching methods, and means of assimilation in the near future and their expected effectiveness. In doing so, the main focus is on analyzing the current state of the existing educational process.

In the concept of pedagogical foresight views, justifying the prospective direction of the pedagogical process is one of the important components. In this, ideas about determining the set future of the educational process in advance are substantiated. In this process, the main focus is on explaining the effectiveness of the educational-methodical tools being implemented.

In the concept of pedagogical foresight perspectives, another main issue is the assessment of forward-looking views on education and their justification. This involves evaluating the content of the educational process, teaching means, and assimilation indicators by predetermined forecasting and its justification. In this assessment, mechanisms for the effectiveness of new approaches to educational development are determined.

It should be noted that in the concept of pedagogical foresight perspectives, anticipating, justifying it, and evaluating effectiveness are considered important components. For this reason, since the 1950s, Western European countries and the United States have begun to focus primarily on approaches related to foresight perspectives in the educational process. It is worth specifically noting that this process continues to the present day and that the most important issue in it is the assessment of educational efficiency and quality.

Studying reliable sources about the pedagogical foresight views of Jadid enlightenment figures, analyzing them, and using them effectively in practice increase the efficiency of work. In the views of Uzbek Jadid enlightenment figures of the late 19th century and the 1920s of the 20th century, we come across the concept and approaches of pedagogical foresight. In this regard, it should be noted that their pedagogical

foresight views are expressed in Mahmudkhoja Behbudi's articles on education, Abdulla Avloni's educational manuals on upbringing, Abdurauf Fitrat's monographs on the foundations of education and upbringing, Ishokhon Ibrat's treatises on cultural and enlightenment issues, and Said Ahrori's manuals on teaching methods [10;11;12;13,14]. In this respect, pay attention to the following:

To justify the limitations of the old traditional method of education and to indicate the promising nature of the new Jadid education method (articles by Mahmudkhoja Behbudi);

2) To justify the secular and promising nature of the education carried out in Jadid schools (textbooks by Abdullah Avloniy);

3) To pedagogically evaluate the promising effectiveness of education and upbringing (monographs by Abdurauf Fitrat);

4) To demonstrate the effectiveness of the teaching methods introduced in Jadid schools (treatises by Said Ahroriy).

These issues remain urgent for pedagogical research. For example, in Mahmudkhoja Behbudi's article "Not Two, but Four Languages Are Needed, the content of the new Jadid movement, its goals and objectives, the teaching process tools, and the role of the language component in it were predicted to yield promising results [10]. As a result, it was substantiated that graduates of Jadid schools would be "equipped with modern knowledge and modern professions-skills."

Indeed, graduates of Jadid schools actively worked as modern personalities in the 1930s-1940s, and Behbudi's foresighted views on education are seen as the source of the ongoing reforms in the contemporary Uzbek educational process. In this regard, it is still relevant today to identify the prospective foundations of the new education reflected in the pedagogical sources of Jadid enlightenment thinkers-their articles, textbooks, monographs, treatises-and in their opinions, to demonstrate its teaching methods, and to evaluate approaches to its effectiveness.

Investigating these issues from a pedagogical perspective, determining its effectiveness, and evaluating it plays an important role in defining the contemporary vectors of modern Uzbek pedagogical

research.

Data analysis and results. In the totality of pedagogical foresight views, the approaches of Jadid enlighteners hold an important place. From this perspective, understanding the mechanisms of the foresight views of Jadid enlighteners is of significant importance. According to our approach, the main ones of such mechanisms consist of the following:

- 1) Organizing the educational process in a classroom-lesson format, taking into account the age, physical, and mental abilities of learners (such an approach did not exist in the ancient education method);
- 2) Selecting and determining academic subjects and prioritizing secular education (in the ancient education process, secular subjects such as Geography, Mother Tongue, Reading were considered secondary);
- 3) Evaluating educational outcomes in the form of examinations (the examination format was not practiced in the ancient education process);
- 4) Updating teaching tools of education and relying on the individual creativity of teachers (in the ancient education process, memorization was predominant, whereas in Jadid schools, individual assessment methods like essays and written works were implemented);
- 5) Scientifically, secularly, and socially justifying the future effectiveness of Jadid schools.

The Jadid enlighteners' foresight views assign an important role to these mechanisms. For this reason, it is a pressing issue to study these mechanisms in connection with the level of modern educational processes and to reach pedagogical conclusions. If we pay attention, the content, sources, and mechanisms of the Jadid enlighteners' foresight views have distinctive characteristics. In this regard, conducting a comprehensive study of this issue is of great importance. According to our approach, during such a research process, paying attention to the following is expected to yield results:

- to analyze the theoretical issues of the foresight views of Jadid enlighteners;
- to study the theoretical forms of the foresight views of Jadid enlighteners;
- to develop mechanisms for utilizing the foresight views of Jadid enlighteners;

- to evaluate the prospective effectiveness of the foresight views of Jadid enlighteners.

On the basis of such a conceptual approach, it expands the possibilities of pedagogical research in the foresight views of Uzbek Jadid enlighteners and, thereby, broadens the scope of contemporary pedagogical research.

CONCLUSION

It should be emphasized that pedagogical foresight views, as a new pedagogical concept and at the same time its alternative variants, exist in the pedagogical works of Jadid enlightenment figures under concepts such as "jadidism," "innovation," "new path," "contemporary thought," and "contemporary knowledge." For this reason, it should be noted that pedagogical foresight views have pedagogical foundations in research, and in this regard, the articles, textbooks, monographs, and treatises of the Jadid enlightenment figures serve as the main sources [15].

Thus, it becomes clear that regarding foresight views on education, attention should be paid to the following two aspects:

- 1) theoretical issues. In this case, the content of education, its future effectiveness, and teaching methods are forecasted based on scientific grounds;
- 2) practical issues. Here, the newly established forms of education and the effectiveness of its teaching are prospectively predicted. From this perspective, in the foresight views of the Jadid enlighteners, we encounter the harmony of theory and practice. Indeed, the foresight views of the Jadid enlighteners are a new phenomenon from a pedagogical point of view. Studying this issue has significant scientific and practical importance.

REFERENCES

1. "Uzbekistan-2030" Strategy (2023).-Tashkent
2. Kosimov B. (2002). Jadidism. Monograph.-T.: "Manaviyat".
3. Boltaboev H. (2022). Jadids. Abdurauf Fitrat.-Tashkent.
4. Rizaev Sh. (1997). Jadid Drama. Tashkent.
5. Akhatova D.A. (1998) Educational-Pedagogical Views of Abdurauf Fitrat: Candidate of Pedagogical Sciences Dissertation – Tashkent.

6. Abdusalilova Sh.A. A. (2005). Fitrat's views on family education: Candidate of Pedagogical Sciences dissertation. – Tashkent.
7. Edward A. Allworth. (1990). The Modern Uzbeks: From the Fourteenth Century to the Present.
8. Adeeb Khalid (1998). The Politics of Muslim Cultural Reform: Jadidism in Central Asia. University of California Press (Berkeley / Los Angeles)
9. Baldauf I. (2001). Features of 20th Century Uzbek Literature. –Tashkent.
10. Mahmudkhodja Behbudi. (1998). Selected Works. – Tashkent.
11. Abdulla Avloniy. (2006). Selected Works. Vol. 1. – Tashkent.
12. Abdurauf Fitrat. (2005). Selected Works. Vol. 4. – Tashkent.
13. Ishokhon Ibrat. (2015). Selected Works. – Tashkent.
14. Said Akhroriy. (2001). Selected Works. – Tashkent.
15. Utaev Akram. (2024). Pedagogical Principles of Developing Political Education Skills in Future Teachers. Monograph. – Chirchik.