

Pedagogical Views Of Sayfulg'abit Majidov On The Formation Of Entrepreneurial Skills

Mahliyo Muzaffar qizi Ismatillayeva

Doctoral Candidate, Navoi State University, Lecturer, Navoi Branch of "Profi University" Non-State Higher Education Institution, Uzbekistan

Received: 27 January 2026; **Accepted:** 23 February 2026; **Published:** 15 March 2026

Abstract: This article analyzes the pedagogical views of Sayfulg'abit Majidov, one of the leaders of the Jadid movement in Karakalpakstan, regarding the formation of entrepreneurial skills in the process of educating the youth of the region. The study examines his pedagogical activity aimed at making young people educated and socially active.

Keywords: Jadid, Sayfulg'abit Majidov, craft, knowledge, entrepreneurship.

Introduction: The Jadid movement, which emerged in the late nineteenth and early twentieth centuries, was aimed at enlightening society, liberating the people from ignorance, and establishing an independent democratic state. In each region, local intellectuals stood at the forefront of this movement and directly encouraged the population to follow progressive ideas. The leaders of the Jadid movement considered the education of the population as the most fundamental way to achieve their goals.

In the process of creating the foundation of the Third Renaissance in the New Uzbekistan, significant transformations and growth based on the harmony of historical heritage, present development, and future prospects are being observed in various spheres of the country's life. Issues related to science, education, upbringing, spirituality, enlightenment, and economic literacy have gained particular importance as key factors of social development. Raising the quality and effectiveness of these processes to a new level, broadening the worldview of young people, strengthening their spiritual immunity, and equipping them with modern skills require effective use of national spiritual values and the rich legacy of our great ancestors. The President of the Republic of Uzbekistan,

Shavkat Mirziyoyev, also emphasized this in his Address to the Oliy Majlis on January 24, 2020: "We must deeply study the Jadid movement and the heritage of our enlightened ancestors. The more we explore this spiritual treasure, the more accurate answers we will find to many questions that concern us today. The more actively we promote this invaluable heritage, the better our people, especially our youth, will understand the value of today's peaceful and free life."

At the beginning of the twentieth century, representatives of the Jadid movement in Turkestan proposed progressive ideas and reforms aimed at renewing the socio-educational life of society. They explained the main reasons for the crisis in social development by widespread illiteracy, the lack of scientific knowledge, and the low level of enlightenment. Therefore, they advocated attracting the population to education, expanding the acquisition of secular knowledge, and implementing large-scale reforms aimed at modernizing and developing the education system.

LITERATURE REVIEW

In the era of rapid development of information technologies and modern scientific fields, teaching students advanced areas of knowledge and developing

relevant skills is becoming increasingly important. In this context, the rich didactic heritage of Jadid educators serves as a valuable resource for modern education. This article analyzes the pedagogical ideas related to the formation of entrepreneurial skills among students reflected in the works of the prominent Karakalpak Jadid educator Sayfulg'abit Majidov, particularly in his collection "Таңдамалы шығармалары" (Selected Works).

METHODOLOGY

The research is based on the principles of historicism and employs comparative analysis methods.

RESULTS

The rapid transformations taking place in our country encourage the younger generation to make independent choices, take personal responsibility for their actions, and adopt autonomous positions. Modern young men and women are distinguished by their open, free, and courageous views on the world, particularly regarding ethical and moral issues. Equipping young people with comprehensive knowledge and skills that correspond to the demands of the modern era is one of the leading tasks of the education system. Among such competencies, the development of entrepreneurial skills in students occupies a particularly important place.

Entrepreneurial activity requires the development of certain personal qualities. These qualities are characterized not merely by the quantity of knowledge and skills possessed by an individual, but rather by the speed of acquiring them, the ability to adapt to new conditions, and the capacity to generate benefits for oneself while simultaneously meeting the needs of society.

In contemporary socio-economic conditions, the pedagogical foundations of economic education and upbringing must undergo significant transformations. It is necessary to expand the targeted directions of economic education so that they correspond to the modern requirements of societal development. In this regard, it is essential to promote economic literacy; develop economic thinking and economic culture; enhance the overall cultural level; form an active life position; and foster social adaptation, economic creativity, entrepreneurial competencies, and professional mobility.

In the process of developing entrepreneurial skills among young learners, the pedagogical ideas of the prominent Karakalpak Jadid educator and scholar Sayfulg'abit Majidov remain highly relevant even today.

In his literary and pedagogical works, the distinguished poet and educator emphasized that acquiring knowledge in a chosen field serves as a key to solving social problems. According to him, human awareness, intellectual capacity, and the progress of society are shaped through education, skills, and knowledge:

"To know the path of every undertaking Skill and knowledge come through learning. To perceive both the distant and the near Consciousness is formed through education."

These lines can be interpreted in the context of the modern era of globalization as emphasizing that, in order to successfully perform any activity, young people must first understand its methods, strategies, and guiding principles. It highlights the importance of integrating theoretical and practical knowledge, strengthening theoretical learning through practical application in the creation of new businesses or projects, and developing strategic thinking ("seeing the distant") while simultaneously analyzing existing resources and conditions ("perceiving the near"). Majidov also stressed that learning should not be limited to acquiring knowledge alone; rather, it must involve understanding, critical thinking, and practical application.

The enlightened educator considered the concepts of knowledge and craft (professional skill) as complementary and interconnected phenomena. By the term craft, he did not refer merely to traditional handicrafts, but also to the modern professions, technological achievements, and practical competencies relevant to his era.

In order to promote the acquisition of knowledge and practical skills based on education and to demonstrate their importance for modern professions, the leader of the Karakalpak Jadid movement, S. Majidov, composed poems such as "Hunar-bilim" ("Skill and Knowledge") and "Hunar" ("Skill").

According to Majidov, the labor of a craftsman is creative and productive in nature; it activates and refines human knowledge while enhancing professional mastery. The Jadid enlightener particularly emphasized

that individuals who possess well-developed professional skills and demonstrate excellence in their chosen fields are essential for the welfare and development of society. In his works, he noted that those who serve their profession sincerely and dedicate themselves wholeheartedly contribute to the prosperity of the people and “add brightness to the future of the nation.”

Majidov emphasized that professionals must approach their work with dedication and apply their expertise for the benefit of society. In this way, personal professional mastery becomes harmoniously combined with social responsibility. Through such ideas, students learn the importance of diligence, responsibility, the creation of quality products or services, and the role of professional competence in entrepreneurial activity. The poet also emphasized that the outcome of any activity should not be limited to personal gain but should also serve the interests of society. This idea encourages students to develop the principles of social entrepreneurship, combining social benefit with personal initiative in their projects.

Majidov further argued that the development of any field in society depends on the integration of science and practice. Science provides the theoretical foundation for progress, while practical skills elevate its application in real life. Practical activity, in turn, enhances creativity and innovation, demonstrating that these two elements complement and reinforce one another. This idea is reflected in the following lines:

“Work requires knowledge, and knowledge requires skill;

Work without knowledge will not flourish—it quickly fades.”

Through these ideas, Majidov evaluated knowledge, practical skills, and craftsmanship as interrelated theoretical and practical phenomena that must develop simultaneously.

Based on these views, Sayfulg’abit Majidov regarded the formation of knowledge, professional skills, and practical competencies in modern professions as key factors contributing to societal development and the prosperity of the people.

The educator also placed great emphasis on testing knowledge through practical experience. In his poem “Tajriba” (“Experience”), he stated that the more

knowledge is applied and tested in practice, the broader a person’s intellectual horizon becomes. He wrote that “experience is also a form of learning (science) that leads a person forward,” thereby emphasizing that practical lessons are just as important as theoretical knowledge within the education system and that learning must be closely connected with practical experience.

These ideas reflect the inseparable relationship between theoretical knowledge and practical activity within the educational process. Knowledge acquisition should not be limited to theoretical study alone but must be strengthened through experimentation and practical engagement. This concept aligns with the principle of experiential learning, which is considered a fundamental element in modern pedagogy and economic education.

From the perspective of developing entrepreneurial competencies among students, this idea holds particular significance. Entrepreneurial activity is not based solely on theoretical knowledge; it develops through decision-making in real-life situations, problem-solving, and the accumulation of experience. Therefore, incorporating practical training, project-based learning, and the development of small business models into the educational process contributes to the cultivation of initiative, creativity, and independent thinking among students.

The prominent enlightener and educator S. Majidov emphasized the interconnection between theory and practice by stating: “If you learn, manage your work, and develop it through labor, progress will follow.” He further stressed that knowledge becomes firmly established when theory is applied in practice. As he wrote, “When knowledge is applied in practice, it flows like water.” According to Majidov, it is essential to connect the knowledge acquired during the educational process with real-life experiences. He believed that individuals who possess not only knowledge but also rich experience and practical skills are capable of actively participating in various spheres of life and overcoming the difficulties encountered within them.

CONCLUSION

In the new socio-economic context, one of the key challenges facing the education system is to prepare the younger generation in accordance with the demands of

modern society and to develop in them independent thinking, initiative, social activity, and entrepreneurial competencies. In the conditions of globalization, increasing economic integration, and growing competition, young people must possess not only profound theoretical knowledge but also practical skills that enable them to operate effectively in real-life situations. Therefore, teaching students economic thinking, initiative, creativity, and the ability to independently solve problems has become an important pedagogical task within the education system.

This study examined the issue of developing entrepreneurial skills among students through the pedagogical views of the Karakalpak Jadid enlightener and educator Sayfulg'abit Majidov. The results of the research demonstrate that Majidov's pedagogical heritage has retained its relevance even today, and the ideas embedded in his works can contribute to the development of professional and economic competencies among young people within the modern education system.

Majidov's pedagogical perspectives highlight that connecting knowledge with practice fosters the intellectual development of students and teaches them to think independently, analyze problems, and identify effective solutions. These abilities represent some of the most essential aspects of entrepreneurial activity. Entrepreneurship inherently requires the search for new ideas, the analysis of existing opportunities, the assessment of risks, and the ability to develop flexible solutions to various challenges.

The findings of the research indicate that particular attention should be paid to the following pedagogical directions in the process of developing entrepreneurial skills among students:

- ensuring the close integration of theoretical knowledge and practical activities within the educational process;
- developing economic thinking and economic culture among students;
- fostering initiative, creativity, and innovative thinking;
- cultivating personal qualities such as diligence, responsibility, and social engagement;

- providing systematic knowledge about modern professions and entrepreneurial activity.

Furthermore, the effective use of national pedagogical heritage plays an important role in the development of entrepreneurial competencies among students. The educational and pedagogical views of the Jadid enlighteners serve as an important source for educating young people as intellectually, morally, and professionally mature individuals. In this regard, the pedagogical ideas of Sayfulg'abit Majidov represent a valuable spiritual and educational legacy.

REFERENCES

1. Law of the Republic of Uzbekistan "On Education" No. O'RQ-637, adopted on September 20, 2020.
2. Mirziyoyev, Sh. M. Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis. – Tashkent, January 24, 2020.
3. Majidov, S. Selected Works (Ta'limiy shi'garmalari). – Nukus: Karakalpakstan Publishing House, 1965. – 243 p.
4. Majidov, S. Works (Shi'garmalari). – Nukus: Karakalpakstan Publishing House, 1992. – 200 p.
5. Hasanov, B., & Karimov, N. The Ideological Foundations of the Jadid Enlightenment Movement. – Tashkent, 2016.
6. "The Ideological Foundations of the Jadid Enlightenment Movement." In: The Contribution of Jadid Enlighteners to the Development of National Education, Press, Literature and Art and Its Significance in Promoting the National Idea. Proceedings of the Republican Scientific and Practical Conference (Academy of Sciences of the Republic of Uzbekistan, "Memory of the Victims of Repression" Museum, "Shahidlar Xotirasi" Public Foundation). – Tashkent: Tashkent Islamic University, 2016. – 216 p.