THE ACTIVITIES OF JADID REFORMERS ABROAD: IBRAT, FITRAT, AVLONI, AND BEHBUDIY

Urakova Feruza Nurillayevna
2nd-Year Doctoral Researcher at Nizami Ganjavi Tashkent State Pedagogical University

Abstract. This thesis explores the international activities of prominent Jadid reformers Is'haqkhan Ibrat, Abdurauf Fitrat, Abdulla Avloni, and Mahmudkhoja Behbudiy, who contributed to the modernization of education, culture, and society in Central Asia during the late nineteenth and early twentieth centuries. Their connections with foreign countries and exposure to new intellectual movements played an important role in shaping their reformist ideas. Ibrat promoted foreign language learning and modern education, while Fitrat engaged with new cultural and intellectual ideas during his studies abroad. Avloni supported educational modernization, moral development, and the dissemination of knowledge. Behbudiy promoted enlightenment through journalism, theatre, and educational reform. Their activities reflected the influence of international intellectual exchange on the Jadid movement. Although their experiences differed, all four reformers believed that education and knowledge were essential for social progress. Their legacy remains significant in understanding the development of modern Uzbek education, literature, and national consciousness.

Keywords: Jadidism, Ibrat, Fitrat, Avloni, Behbudiy, international activities, education, cultural reform.

Introduction

At the turn of the twentieth century, Central Asia experienced significant intellectual and cultural changes. The Jadid movement emerged as an important reformist trend that sought to improve society through modern education, scientific knowledge, cultural renewal, and the development of public awareness. Jadid intellectuals recognized that the progress of their society depended partly on learning from international experiences while preserving their cultural identity. Foreign travel, education in other countries, the study of languages, and contact with different intellectual traditions influenced the activities of several Jadid reformers. Among the most notable were Is'haqkhan Ibrat, Abdurauf Fitrat, Abdulla Avloni, and Mahmudkhoja Behbudiy. Their lives demonstrate that the Jadid movement was not limited to local educational reforms; it also formed part of a wider intellectual exchange connecting Central Asia with other regions.

Main Part

Is'haqkhan Ibrat and International Knowledge

Is'haqkhan Ibrat was a prominent educator, linguist, writer, and intellectual who understood the importance of foreign languages and international knowledge. His travels and linguistic studies broadened his intellectual horizons and contributed to his efforts to modernize education in Turkestan. His interest in different languages and writing systems reflected the belief that communication across cultures could promote scientific and educational development. Ibrat supported the introduction of modern teaching methods and emphasized the importance of learning languages as a means of accessing knowledge from other societies. His educational activities demonstrated that international experience could be adapted to local needs. Through his linguistic and scholarly work, he helped create opportunities for intellectual exchange and encouraged a broader understanding of the world.

Abdurauf Fitrat and Intellectual Exchange Abroad

© 2026 London International Monthly Conference on Multidisciplinary Research and Innovation. All Rights Reserved.

Abdurauf Fitrat was one of the most influential Jadid thinkers, writers, and reformers. His studies in Istanbul exposed him to intellectual debates and reformist ideas circulating in the Ottoman world. This experience influenced his understanding of education, literature, social development, and the need for cultural renewal in Central Asia.

Fitrat believed that society could progress through education, critical thinking, and the transformation of outdated social practices. His literary and scholarly works addressed questions of national development, cultural identity, and educational modernization. His international intellectual experiences helped him connect local concerns with broader discussions about reform in the Muslim world. Fitrat's activities illustrate how studying abroad could influence the development of new approaches to literature, education, and public thought. He adapted ideas encountered beyond Central Asia to the historical and social circumstances of his homeland.

Abdulla Avloni and Educational Modernization

Abdulla Avloni was an educator, poet, playwright, journalist, and public figure who devoted much of his work to improving education and moral development. He supported the establishment of modern schools and the preparation of educational materials that could meet the changing needs of society.

Avloni's reformist outlook developed within the broader intellectual environment of the Jadid movement, which was influenced by educational developments and cultural debates beyond Turkestan. His work emphasized the value of knowledge, discipline, ethics, and social responsibility. He considered education essential for preparing a knowledgeable and responsible younger generation. Although Avloni's significance is particularly associated with his educational and literary activities in Turkestan, his reformist ideas should be understood in the context of wider regional and international discussions about modern schooling. His contribution demonstrates how educational reforms could spread through publications, intellectual networks, and the exchange of ideas.

Mahmudkhoja Behbudiy and International Connections

Mahmudkhoja Behbudiy was a leading Jadid reformer, journalist, playwright, and advocate of modern education. His travels and contacts with different cultural and intellectual environments strengthened his awareness of the educational and social transformations taking place beyond Turkestan.

Behbudiy promoted modern schools, journalism, theatre, and public discussion as instruments of social enlightenment. He believed that people needed access to reliable information, scientific knowledge, and contemporary educational methods. His publications encouraged readers to consider the relationship between education, social responsibility, and the future of their society. Through his writings and reformist activities, Behbudiy connected local educational concerns with broader developments in the Muslim world and the Russian Empire. His work illustrates the importance of international awareness in shaping the Jadid movement and its efforts to transform public life.

Discussion

The international experiences of these four reformers reveal both common goals and differences in their approaches. Ibrat placed particular emphasis on languages and the acquisition of knowledge, while Fitrat drew upon his experience in Istanbul to develop his intellectual and literary ideas. Avloni focused strongly on education, moral development, and teaching, whereas Behbudiy used journalism, theatre, and public debate to promote reform. Their activities demonstrate that international intellectual exchange was an important influence on Jadidism. However, they did not simply reproduce foreign models. Instead, they interpreted new ideas in relation to the cultural, educational, and social circumstances of Turkestan. Their efforts reflected an understanding that meaningful modernization required both access to global knowledge and attention to local needs. The experiences of these reformers also highlight the

© 2026 London International Monthly Conference on Multidisciplinary Research and Innovation. All Rights Reserved.

relationship between education and national development. They regarded literacy, scientific understanding, modern teaching methods, and public awareness as essential conditions for social progress. Their work helped establish intellectual foundations for later developments in Uzbek education, literature, and cultural life.

Conclusion

The international activities and intellectual connections of Ibrat, Fitrat, Avloni, and Behbudiy formed an important part of the history of the Jadid movement. Through travel, language learning, education, journalism, literature, and engagement with reformist ideas, they contributed to the modernization of social and cultural thought in Central Asia. Their experiences differed, but they shared a commitment to enlightenment and the improvement of society through knowledge. They demonstrated that international intellectual exchange could support local reform when adapted to specific historical and cultural conditions. Studying their legacy provides valuable insight into the development of modern Uzbek educational thought and cultural identity.

References

1. Khalid, A. (1998). The Politics of Muslim Cultural Reform: Jadidism in Central Asia. University of California Press.
2. Allworth, E. A. (1990). The Modern Uzbeks: From the Fourteenth Century to the Present: A Cultural History. Hoover Institution Press.
3. Adeeb Khalid. (2021). Central Asia: A New History from the Imperial Conquests to the Present. Princeton University Press.
4. Fitrat, A. (Selected literary and educational works). Historical and literary writings of the Jadid reformer Abdurauf Fitrat.
5. Avloni, A. (Selected educational works). Historical writings on education, morality, and social development.
6. Behbudiy, M. (Selected journalistic and dramatic works). Historical writings on educational reform and public enlightenment.
7. Ibrat, I. (Selected linguistic and historical works). Scholarly writings on languages, history, and education.

© 2026 London International Monthly Conference on Multidisciplinary Research and Innovation. All Rights Reserved.