HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

THE IMAGE OF THE TEACHER IN JADID LITERATURE: DIFFERENT VIEWS AND APPROACHES

Saidova Shahnoza Isroil kizi
PhD Student, Gulistan State University

Abstract. This article analyzes the artistic and aesthetic features of the teacher's image in Jadid literature and its connection with enlightenment ideas. The study highlights the role of the teacher in social development and national awakening within Jadid literature, and scientifically examines the images of teachers depicted in the works of Abdulla Avloniy, Mahmudhoja Behbudiy, Munavvarqori Abdurashidkhanov, and Abdurauf Fitrat. In addition, teachers of traditional and new-method schools are comparatively studied, and it is substantiated that the pedagogical views of the Jadids have significant theoretical and practical importance for the contemporary education system as well.

Keywords: Jadid literature, teacher image, enlightenment, Jadidism, teacher, pedagogical views, national awakening, new-method schools, education and upbringing, moral education.

At the end of the nineteenth century and the beginning of the twentieth century, the Jadid movement that emerged in Turkestan aimed to enlighten the people and reform the educational system. In Jadid literature, the image of the teacher occupies a special place and is interpreted as a key factor in social progress and national awakening. In the works of Mahmudhoja Behbudiy, Abdulla Avloniy, Munavvarqori Abdurashidkhanov, and Abdurauf Fitrat, the teacher is portrayed as a person endowed with high moral qualities. The purpose of this study is to reveal the artistic and aesthetic features of the teacher's image in Jadid literature and its educational essence. Research object and methods. The research object comprises the images of teachers reflected in the literary, journalistic, and pedagogical works of Jadid writers. Historical-comparative, comparative-typological, descriptive-analytical, and hermeneutic methods were employed in the study. Results and discussion. The findings indicate that the Jadids regarded knowledge and enlightenment as the main driving force of national development. In particular, in the works of A. Avloniy, M. Behbudiy, A. Fitrat, and Munavvarqori, the teacher is interpreted as a person who leads the people toward enlightenment, educates the younger generation, and ensures social progress. New-method schools were also assessed as an important means of modernizing the educational system. In Jadid literature, the teacher is interpreted as a crucial factor in social development. From the Jadids' perspective, a teacher was not merely a transmitter of knowledge, but also a guide leading society toward enlightenment and an initiator of social and spiritual transformations. Therefore, Jadid writers depicted the teacher as a progressive, devoted individual who bore responsibility for the fate of the nation [7]. Social problems related to teachers' activities are also critically reflected in Jadid literature. The shortcomings of the traditional educational system, the financial difficulties faced by teachers, widespread ignorance among the people, and religious fanaticism were revealed through literary and journalistic means. In particular, in the works of Abdurauf Fitrat and Mahmudhoja Behbudiy, the issue of reforming the educational system is interpreted as an urgent social problem [2]. Although Jadid writers often portrayed traditional school teachers critically, they did not completely reject traditional education. They criticized rote-learning methods characteristic of old schools while glorifying new-method teachers as progressive, enlightened, and dedicated individuals. In new-method schools, priority was given to secular sciences, practical training, and modern pedagogical approaches. The advantages of these educational methods are extensively substantiated in the works of Abdulla Avloniy, Behbudiy, and Fitrat [4]. Overall, the image of the teacher in Jadid literature appears not only as a literary character

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

but also as an image performing an important educational and aesthetic function. Through this image, the ideas of enlightenment, national awakening, and the ideal human being were promoted. Therefore, the image of the teacher in Jadid literature continues to retain its scholarly, educational, and pedagogical significance today.

In conclusion, the analysis demonstrates that the image of the teacher in Jadid literature possesses significant artistic, aesthetic, and social importance. Jadid writers interpreted the teacher as a key factor in national development, spiritual awakening, and social progress. In the works of enlightened intellectuals such as Abdulla Avloniy, Mahmudhoja Behbudiy, Munavvarqori Abdurashidkhanov, and Abdurauf Fitrat, the teacher is portrayed not merely as a provider of knowledge, but also as a spiritual leader who rescues society from ignorance and guides the younger generation toward perfection. In this respect, the image of the teacher in Jadid literature has been elevated to the level of a symbol of enlightenment and progress.

Furthermore, through the image of the teacher created in Jadid literature, ideas aimed at reforming society, awakening national consciousness, and leading the nation toward the path of modern development were advanced. While criticizing the shortcomings of the traditional educational system, Jadid writers also promoted new-method schools and modern pedagogical approaches. They depicted teachers as active participants in social, spiritual, and cultural transformations, assigning them great responsibility.

The findings of the study indicate that the Jadids' pedagogical views and their concept of the teacher remain relevant to contemporary education systems. In particular, Jadid ideas concerning the education of young people in the spirit of patriotism, spiritual maturity, independent thinking, and modern knowledge are in harmony with current educational reforms. Therefore, studying the image of the teacher in Jadid literature is of great scientific and practical significance not only for literary studies but also for the development of pedagogical science.

References

1. Qosimov B. Milliy uyg‘onish: jasorat, ma’rifat, fidoyilik. – Toshkent: Ma’naviyat, 2002. – 400 b.
2. Qosimov B. va boshqalar. Milliy uyg‘onish davri o‘zbek adabiyoti. – Toshkent: Ma’naviyat, 2004. – 464 b.
3. Karimov N. XX asr adabiyoti manzaralari. – Toshkent: O‘zbekiston, 2008. – 536 b.
4. Boltaboyev H. Jadidchilik va o‘zbek adabiyoti. – Toshkent: Akademnashr, 2019. – 320 b.
5. Quronov D. Adabiyotshunoslikka kirish. – Toshkent: Akademnashr, 2018. – 368 b.
6. Dolimov U. Abdulla Avloniy – pedagog va ma’rifatparvar. – Toshkent: O‘qituvchi, 1979. – 112 b.
7. Karim B. Jadid adabiyoti va milliy g‘oya. – Toshkent: Fan, 2001. – 220 b.
8. Olim S. Jadidchilik fenomeni. – Toshkent: Akademnashr, 2020. – 280 b.
9. G‘aniev I. O‘zbek jadidchiligi va ma’rifat masalalari. – Toshkent: Fan, 2015. – 240 b.
10. Allworth E. The Modern Uzbeks: From the Fourteenth Century to the Present. – Stanford: Hoover Institution Press, 1990. – 410 p.
11. Allworth E. Central Asia: A Century of Russian Rule. – Durham: Duke University Press, 1989. – 698 p.
12. O‘zbek adabiyoti tarixi. 5 jildlik. – Toshkent: Fan, 1978–1980.
13. O‘zbekiston Milliy ensiklopediyasi. – Toshkent: O‘zbekiston Milliy ensiklopediyasi davlat ilmiy nashriyoti, 2000–2006.
14. Rasulov A., Qosimov B., Normatov U. O‘zbek mumtoz va milliy uyg‘onish adabiyoti. – Toshkent: Sharq, 2016. – 432 b.