

**THE PEDAGOGICAL HERITAGE OF MAHMUDKHOJA BEHBUDI AND ITS
EFFECTIVENESS CRITERIA**

Jabborova O.M

PhD in Pedagogical Sciences, Associate Professor, CHDPU

Xujamqulova M.S

Master's Student, CHDPU

Abstract

This article provides a comprehensive analysis of the pedagogical heritage of Mahmudkhoja Behbudi, with a particular focus on his views on primary education and upbringing. The study examines his didactic principles, innovative approaches to teaching, and criteria of educational effectiveness in comparison with modern educational systems. The findings demonstrate that Behbudi's pedagogical ideas remain relevant today and can be effectively applied in contemporary educational practice.

Keywords

primary education, pedagogical heritage, Jadidism, didactics, upbringing, effectiveness, innovation, methodology

In the process of modernizing the education system, studying and effectively utilizing historical pedagogical heritage has significant scientific and practical importance. In particular, the ideas advanced by representatives of the Jadid movement in the late 19th and early 20th centuries remain relevant today.

Mahmudkhoja Behbudi, one of the leading figures of the Jadid movement, regarded education as the main factor in societal development. He criticized the traditional school system and aimed to improve the quality of education through the introduction of new-method schools. He paid special attention to primary education, considering it the foundation of human development.

In today's era of globalization and informatization, one of the most important tasks of the education system is to raise a spiritually mature, independent-thinking, patriotic, and knowledgeable younger generation. In this regard, the pedagogical views of Jadid enlighteners, especially Behbudi's scientific and educational heritage, remain highly relevant. Behbudi was not only a prominent representative of the Jadid movement but also a founder of new-method schools, a pedagogue, playwright, publicist, and a great enlightener who struggled for national progress.

He emphasized that education and upbringing are the most effective means of overcoming ignorance and backwardness. Rejecting outdated teaching methods in traditional schools and madrasas, he advocated for reform through the establishment of "usuli jadid" schools, the teaching of secular subjects, and the creation of textbooks and teaching materials.

Behbudi viewed education not only as a means of literacy but also as a tool for shaping a well-rounded individual capable of contributing to societal progress. His pedagogical principles emphasized compassion toward learners, the connection between education and real life, the development of independent thinking, and the integration of national and universal values.

Today, in the context of educational reforms in Uzbekistan, the introduction of innovative pedagogical technologies, and the upbringing of a harmoniously developed generation based on national values, the study of Behbudi's heritage is of particular importance.



Behbudi's pedagogical views are reflected in his articles, public speeches, and educational materials. He proposed innovative approaches to the content, forms, and methods of education.

Analysis of scientific sources shows that:

- ✓ Jadid pedagogy aimed at introducing new teaching methods;
- ✓ Improving literacy efficiently in primary education was a key goal;
- ✓ Forming national consciousness and culture played an important role in upbringing.

Modern researchers also consider Behbudi's ideas compatible with the competency-based approach.

The following research methods were used:

- ✓ Historical-analytical method (study of Behbudi's works);
- ✓ Comparative method (comparison of Jadid pedagogy with modern education);
- ✓ Systematic approach (analysis of pedagogical ideas as a whole system);
- ✓ Pedagogical generalization (identification of effectiveness criteria).

The methodological basis of the research consists of national and modern pedagogical theories.

The research findings show that the effectiveness of Behbudi's pedagogical heritage can be evaluated based on the following criteria:

1. *Clarity and accessibility of education*

Education should be simple and understandable, facilitating quick comprehension.

2. *Visualization and practical relevance*

Use of visual aids such as images, tables, and examples—aligned with modern interactive methods.

3. *Activity-based learning*

Encouraging students' independent thinking.

4. *Integration of national and moral values*

Emphasis on ethical and cultural upbringing.

5. *Practical orientation of knowledge*

Linking theoretical knowledge with real-life application.

6. *Innovative approach*

Introduction of new teaching methods through modern schools.

✓ The results indicate that Behbudi's pedagogical ideas align with modern educational approaches in several aspects:

- ✓ competency-based education;
- ✓ use of interactive teaching methods;
- ✓ student-centered learning;
- ✓ development of creative thinking.

His ideas also partially correspond to the STEAM education concept. However, their application today requires enrichment with modern pedagogical technologies.

Mahmudkhoja Behbudi's pedagogical heritage occupies an important place in the development of Uzbek national pedagogical thought. His ideas about education and upbringing are relevant not only for his time but also for modern education systems.

He considered knowledge and enlightenment as the key drivers of societal progress and emphasized the importance of equipping the younger generation with modern knowledge. His pedagogical principles highlight humanism in education, independent thinking, integration of values, and fostering a love for science.

The study identified key effectiveness indicators of his pedagogy:

- ✓ development of independent thinking;



- ✓ increased interest in science and learning;
- ✓ formation of patriotism and respect for national values;
- ✓ connection between education and real life;
- ✓ moral and intellectual development;
- ✓ effective teacher-student interaction.

In modern educational reforms, effective use of Behbudi's heritage can significantly contribute to raising a well-rounded generation. His ideas are compatible with modern pedagogical technologies and competency-based approaches.

Therefore, integrating Behbudi's pedagogical ideas into the modern education system—especially in primary education—remains an actual and necessary task.

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