



DOI: **10.5958/2249-7137.2021.01183.6**

## THE ENLIGHTENMENT ACTIVITY OF BEHBUDI

**N.Urinbaev\***

\*Associate Professor, Senior Lecturer,  
Candidate of Philosophical Sciences,  
Institute of Advanced Training under the Fergana Regional Department of Public Education,  
UZBEKISTAN

### ABSTRACT

*This article describes Behbudi's enlightenment activities, Jadid schools in Turkestan, the education system and the idea of its reform, views on the national education system, the work done by the Jadids in this direction and the specific problems. The author, for example, in recent chapters has cited the views of world and Turkestan scientists on the formation of the earth, and has given insights into geographical objects and terms such as maps, globes.*

**KEYWORDS:** *Turkestan, Jadid, Reform, Local, Enlightenment, School, National Liberation, Tsar, Administration, New Method, Geography, Russia, Children's Book, Islam, History, Globe, Scientific, Practical, Censorship, Exam, Manual, Policy.*

### INTRODUCTION

The emergence of Jadid schools in Turkestan dates back to the end of the XIX - beginning of the XX century. According to experts, the idea of reforming the education system came to Turkestan fifteen to twenty years later than in Crimea, Kazan and Azerbaijan. The main reason for this was the policy of the Governor-General of Turkestan aimed at consciously keeping the local population away from enlightenment. The fact that an enlightened people could fight for their rights, for freedom from colonial oppression, and for national liberation, forced Tsarist Russia and its administration in Turkestan to remain vigilant.

### MATERIALS AND METHODS

The secret service of the governor-general's office, the Tsarist Okhranka, closely monitored every step taken by the local intelligentsia to reform the education system. Even at the end of the 19th century, when new methodological schools began to open, a special commission was

formed for the Turkestan educational district. The commission decided to put an end to the unauthorized construction of new schools. The resolution contained the following articles:

1. Local schools are opened with the special permission of the tsarist administration.
2. The opening and teaching of local schools is allowed only to Russian citizens who are politically credible.
3. Only books published with the permission of Russian censorship are taught in local schools.
4. Persons who open a school without a special permit are deprived of the right to open a school and teach for life ...

Despite such barriers in front of the new schools, the selfless children of the people, including Behbudi, who at the beginning of the last century set out to open "usul savtiya" (sound method) schools. One of the first "usul savtiya" schools opened in Samarkand was opened in 1903 in the village of Rajabamin, Jambay district, in the yard of the famous enlightener Abdukadir Shakuri.

Behbudi contributed to the establishment and operation of this school. But Behbudi moved him to his backyard because there were not many commuters from the city among the schoolchildren and it was difficult for them to attend Rajabamin village. During these years, he taught the students of this school "Muntahabi Geography" ("Brief General Geography"), "Madhali Geography Umrani" ("Introduction to Population Geography"), "Brief Geography of Russia" ("Brief Geography of Russia"), he created textbooks and manuals such as "Kitabat ul-Atfol" ("Children's Book"), "A Brief History of Islam" ("A Brief History of Islam").

This in itself tests to the fact that Behbudi was an enlightener who set himself the task of imparting both religious and secular knowledge to his students.

Behbudi's Selected Works (1999), published by Ma'naviyat, gives us a clear idea of his two textbooks and manuals. One of them is Kitabat ul-Atfol. Behbudi gave examples of types of letters, giving students an idea of the conditions of writing and the skills of writing in it, as they could not learn the skills of writing, despite the fact that they studied in ancient schools for four or five years.

Excerpts from the book "General Geography" give information about the meaning of the word "geography", when did the science of geography, the importance of studying this science, as well as about the countries of the world. In addition, the textbook includes chapters "Old and new sages", "Sages of Turkestan".

The author, for example, in recent chapters has cited the views of world and Turkestan scientists on the formation of the earth, and has given insights into geographical objects and terms such as maps, globes. These books, which were of great scientific and educational importance in their time, have long served as textbooks and manuals in other schools in Samarkand.

In his article "On the examination of the Samarkand method Jadid school" Behbudi wrote that these textbooks and manuals were taught at the Shakuri school and students took the exam on their basis: In our book Madhali Geography of Umrani and Brief Geography of Russia, we describe the distance (measurement) of Russian countries in Europe, Asia, Africa, America and Australia, as well as the number and time of each country and government, and the distribution

of Russia. They described in detail and memorized the old and new continents of the population, the territories and seas, and the number of Muslims, Christians, Jews, and Magians on earth[ 1. ].

In addition to educators, Likoshin and Vyatkin, on behalf of the local government, as well as bailiffs, merchants and shopkeepers, took part in the examination described in the article. The exam, which lasted two days from 10 a.m. to 6 p.m., left a good impression on them. Most of them praised the students' knowledge, while some even cried out of excitement.

“Haji Mavlonbek”, writes Behbudi, “stood for six hours, weeping over the children's answers to the questions of religion and knowledge, and gave the teacher a gift of 15 soums”. [2 ].

The knowledge and examination held on the basis of Behbudi's textbooks and manuals at the Shakuri school raised the prestige of the Jadid schools in the eyes of the public, in which Behbudi's services were not insignificant.

## RESULT AND DISCUSSION

This ardent propagandist of science not only opened a school and wrote textbooks and manuals, but as one of the great public figures of Turkestan region in 1907 sent to the Muslim faction of the 3rd State Duma of Russia to consider the project “Cultural Autonomy of Turkestan”. Unfortunately, the 3rd State Duma ignored this project developed by Behbud iy. However, if approved, the project would have a significant impact on the social life of Turkestan.

Our compatriot, who found this historical document in foreign archives, wrote the following about Doctor Temir Khoja ugli: “... if this text is carefully studied, it is clear that Behbudi wanted autonomy for Turkestans living in Turkestan under Tsarist Russia (excluding the Emirate of Bukhara and the Khiva Khanate), which was more courageous than its time and demanded broad rights. One of the two most important topics in the draft is the privatization of schools (Article 18) and the other is that the Russian State Duma should not interfere in the internal affairs of Turkestan[ 1. ].

Behbudi also presented a section entitled "General Schools" in the "Draft" presented to the Muslim faction of the 3rd State Duma, in which the following issues were asked to have legal force:

17. “Let the question and article of general education in Russia make Turkestan an equal (inclusive) community.

18. Turkestan schools and madrassas should be free from government control.

19. To appoint a commission from Muslims for general higher and secondary school.

The Russian alphabet should not be used in Islamic schools.

20. There are Muslims in various enterprises, prisons and military bases, and a Muslim priest should be appointed” [2].

These articles of the draft testify to the fact that Behbudi took a bold step from the Enlightenment to the independence movement as early as 1907.

Behbudi later founded Oyna magazine, which published articles encouraging young people to acquire religious and secular knowledge and to master not two but four languages. Writing a series of articles based on various travel impressions, he provides convincing evidence that the

scientific and cultural progress taking place in the East and especially in the West is the result of the great attention paid to science in those countries.

### **CONCLUSION**

There is also information that one of the leaders of the National Awakening Movement in those years acknowledged Behbudi's views that the reform of the education system alone was not enough to achieve the "cultural autonomy of Turkestan". In conclusion, it can be said that he and the true children of a nation like his will never tire of fighting for the happiness, future, prospects and independence of their people.

They will always faithfully serve the Motherland and its people. They can always, at any time, in any field be an example and role model for the younger generation.

### **REFERENCES:**

1. Newspaper of Turkestan region, 1096, issue 27.
2. World Literature, August 2003.-P.148.
3. Naim Karimov. Mahmudkhoja Behbudiy. Tashkent, 2011, -P.80.
4. Pkhom Abdirakhimov. Development Of Effective Demulsifiers On The Basis Of Local Raw Materials // Universum: Технические Науки: Научный Журнал. – № 2(83). Часть [4] М., Изд. «МЦНО», 2021. Doi: 10.32743/Unitech.2021.83.2-4.36-39.