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*This article analyzes the emergence of modern schools and the activity of enlightened scientist Mahmudhoja Behbudi.*

*Key words: Turkestan, martial arts, school, textbooks, Behbudi, Shakuri, Samarkand, "Oyna" magazine.*

In Turkestan, the emergence of new schools of the new method or Jadid dates back to the end of the 19th century and the beginning of the 20th century. According to experts, the idea of reforming the education system arrived in Turkestan fifteen to twenty years later than in Crimea, Kazan and Azerbaijan. The main reason for this was the policy of the general governorate of Turkestan aimed at keeping the local population away from enlightenment. The possibility of an enlightened people to fight for their rights, to get rid of the colonial oppression and for national liberation forced Tsarist Russia and its administration in Turkestan to be always alert. The General - the secret service of the governorship - officers of the tsar's guard closely monitored every step of the local intelligentsia aimed at reforming the education system. At the end of the 19th century, when new method schools were opened, a special commission was formed for the educational district of Turkestan. With its decision, this commission put an end to the unauthorized construction of new method schools. The decision contained, among other things: - Local schools are opened with a special permit of the tsarist administration. - Only politically reliable Russian citizens are allowed to open local schools and teach in them. - Only books published with the permission of the Russian censor are taught in local schools. - Persons who open a school without a special permit will be deprived of the job of opening a school and being a teacher for life... Despite these barriers to new schools, devoted children of the people, including Behbudi, set about opening "usuli sawtiya" (sound method) schools at the beginning of the last century. One of the first "usuli sawtiya" schools opened in Samarkand was opened in 1903 in the village of Rajabamin of Jomboy district, in the yard of the famous enlightener Abduqadir Shakuri. Behbudi contributed to the establishment and operation of this school. But since there were not a few schoolchildren who commuted from the city and it was difficult for them to go to the village of Rajabamin, Behbudi moved it to his yard. During these years, he wrote for the students of this school "Muntakhabi jugrofiyai yamiy" (Brief General Geography), "Madhali jugrofiyai Umranyi" (Introduction to Population Geography), "Mukhtasari jugrofiyai Rusiy" (Brief Geography of Russia), "Kitabat ul- Atfol" (Children's Book), "Mukhtasari tarikhi Islam" (Brief History of

Islam) and created textbooks and study guides. These mentioned works prove that Behbudi was an enlightener who set himself the goal of imparting both religious and worldly knowledge to his students. Behbudi's "Selected Works" (1999), published by "Ma'naviyat" publishing house, gives us a certain idea about his two textbooks and manuals. One of them is "Kitab ul-atfol". Behbudi gave an idea about the conditions of letter writing and letter writing skills, and gave examples of letter types, because students could not learn the skill of writing letters despite having studied for four to five years in old schools. In the excerpts from the book "General Geography", the meaning of the word "geography", when the science of geography appeared, the importance of studying this science, as well as information about the countries on earth information is provided. In addition, the chapters "Old and New Sages" and "Sages of Turkestan" are included in this textbook. For example, in recent seasons, the author has presented the views of world and Turkestan scientists on the appearance of the earth, and has given insights into the objects and terms related to the science of geography, such as maps and globes. These books, which had a great scientific and educational value in their time, served as textbooks and training manuals in other schools of Samarkand for many years. Behbudi wrote about the fact that these textbooks and study guides were taught in the Shakuri school and that the students passed the exam based on them in his article "On the examination of the modern school of the Samarkand method" and in our book "Summary of the Russian Geography" Europe, Asia, Africa, America and Australia also show the size (measurement), territory, population of the Russian countries and how many countries and governments there are in each of them, and the distribution and population of the country of Russia They described the territories and seas of the old and new continents and Islam, Christians, Jews and Magians on the earth in detail and in detail" [1].

During the examination described in this article, in addition to education workers, Likoshin and Vyatkin, as well as bailiffs, merchants and shopkeepers, were present on behalf of the local government. The exam, which lasted for two days from 10 a.m. to 6 p.m., made a good impression on them. Most of them praised the students' knowledge, some of them even cried from excitement. "Gentlemen of Haji Mavlonbek," writes Behbudi, "stayed up to six hours, crying over the children's answers on recitation and science, and gave the teacher 15 soums" [2]. The knowledge imparted in the Shakuri school based on Behbudi's textbooks and study guides and the exam held raised the reputation of modern schools in the society, and Behbudi's services were not small in this. This ardent propagator of science was not only engaged in opening a school and writing textbooks and manuals, but as one of the major public figures of the Turkestan region, in 1907 he presented the project "Cultural Autonomy of Turkestan" to the Muslim faction of the 3rd State Duma of Russia. sent for review. Unfortunately, the 3rd State Duma ignored this project developed by Behbudi. However, if this project is approved, it would have a great impact on the social life of Turkestan. Our compatriot, Dr. Temir Khoja, who found this historical document in foreign archives, wrote the following words about it: khanate is not included in this) it is known that he wanted autonomy, which was extremely brave for his time, demanding wide rights. One of the two most important topics in the project is the privatization of schools (Article 18), and the other is articles related to the non-interference of the Russian State Duma in

the internal affairs of Turkestan"[3]. In the "Project" presented by Behbudi to the Muslim faction of the 3rd State Duma, there is also a section called "General schools", in which the following issues were requested to be legally binding: "17. The issue and article of the general education to Russia should be equal (equality) mixed (included) with Turkestan. 18. Turkestan schools and madrassas should be freed from government control. 19. A commission of Muslims should be appointed for general high and secondary schools. The Russian alphabet should not be introduced to Muslim schools. 20. There are Muslims in various enterprises, detention centers and military barracks, a Muslim priest should be appointed" [4]. These articles of the project indicate that Behbudi took a bold step from enlightenment to the independence movement as early as 1907. Later, Behbudi founded the magazine "Oyna" and published articles encouraging young people to acquire religious and worldly knowledge, to learn not two, but four languages. He wrote a series of articles based on the impressions of various trips and justified with convincing evidence that the scientific and cultural progress in Eastern and especially Western countries is the result of great attention to science in these countries [5]. One of the leaders of the national revival movement came to the correct and bold conclusion that reforming the education system alone is not enough to realize the "cultural autonomy of Turkestan".

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