



UDK: 950(575.1):371.3.

## THE USE OF COMPACT INFOGRAPHICS IN THE INCULCATION OF THE ESSENTIALITY OF JADIDISM AND JADIDS' ACTIVITY TO STUDENTS

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**Аннотация.** Мазкур илмий тадқиқот ишида Тошкент шаҳридаги Президент мактаби мисолида ўқувчиларни жади́дчилик ҳаракатининг мазмун-моҳияти ва жади́д намоёндалари фаолияти билан ихчам усулда таништириш билан боғлиқ инновацион ёндашув очиб берилган. Шу билан бирга, STEAM тизимида гуманитар фанларни ўқитишнинг амалий жиҳатлари таъкидлаб ўтилган.

**Калит сўзлар:** педагогика, тарих ўқитиш методикаси, фанлараро интеграция, таълим, ўқитиш методлари, Президент мактаби, STEAM, жади́дчилик, Ўзбекистон тарихи.

**Аннотация.** В данной научно-исследовательской работе выявлен инновационный подход к ознакомлению учащихся с сущностью и активностью стремительных проявлений стремительного движения на примере Президентской школы в городе Ташкенте. В то же время освещаются практические аспекты преподавания гуманитарных дисциплин в системе обучения STEAM.

**Ключевые слова:** педагогика, методика преподавания истории, межпредметная интеграция, образование, методы обучения, Президентская школа, STEAM, джади́дизм, история Узбекистана.



**Annotation:** This research paper illustrates an innovative approach on delivering to students about essence of the Jadid movement and the activities of its representatives with a compact explanation in the case of the Presidential School in Tashkent. In addition, the practical aspects of teaching humanitarian subjects in the STEAM system are highlighted.

**Key words:** pedagogy, methods of teaching history, interdisciplinary integration, education, teaching methods, Presidential school, STEAM, Jadidism, history of Uzbekistan.

**Introduction:** A History of Uzbekistan coursebook for 9th grade covers historical events from the second half of the XIX century to 1916.[4] During the same period Jadidism movement arose and got wide progress among Turkic nations. At first by Tsar government, later by Soviet administration it was persecuted and banned at all when its real aim became clear.

New pedagogical approaches are required on compact delivery of these historical events' essentiality to the students. For e.g., the main consideration is being paid to teach in STEAM training system at the Presidential, Art and specialized schools, which are organized in a large scale in recent years. The STEAM training system where much emphasis is given on practical exercises than theoretical ones is different from the current system of training in Uzbekistan.[8] Now this training system is being tested in the conditions of Uzbekistan. The Presidential schools founded in four regions of the country in 2019 are serving as mainstay to reach the same goal. At the same time, educating the youth generation in the spirit of patriotism by deep comprehension of national history and national values is established as the key mission.[7]

Naturally, the students' main attention is paid to physics, astronomy, chemistry, biology, mathematics and informatics subjects in the condition of deepened teaching exact and natural sciences. Its not secret there are some difficulties on learning those complex subjects. Reading subject-related books, homework preparation, problem solving, laboratory experiments and etc. require a lot of time and energy of every student. More exactly to say, a student will have very short time

and a little chance to master earnestly other subjects. In this case, the need for explaining the themes related to non-STEAM subjects more simply, more clearly and more briefly arises.

**Literature review:** Chapter VI (The Jadids' movement and its importance in social-political and cultural life of Turkestan) includes four themes to familiarize with the Jadidism movement and its representatives in current History of Uzbekistan Coursebook for 9th Grade, but Chapter VIII includes activity of the movements "young khivanians" and "young bukhorians", Chapter IX includes Jadids' contribution to education and printing press, theater and literature repeatedly.[4] Actually this is a problem related to technique of coursebooks and its not secret that they are waiting for their solutions for many years.

Firstly, it's required to have correct and perfect imagination about evaluation systems and their criteria to achieve the appropriate approach.[9] Is it possible that a student can realize the content of Jadidism movement and its essentiality just via learning by heart the historical dates and definition of terminologies? We guess, no.



Accordingly, evaluation criteria should be delivered into the objectives of the lesson and all tools which lead to perform it must be used during the whole lesson.

**Research Methodology :** So, let's have a look through the following model at the tools which can be used in explaining to the students about Jadidism movement's content and essentiality, the activity of Jadid's representatives:

**"Case" technology.** Students are offered to imagine social-political and spiritual position of Turkic people in the late XIX and early XX centuries. By itself, students will imagine about that almost all Turkic people except Ottoman Empire, which only nominally maintained its independence and isolated by Western Great



powers, were affected by colonial policy of Russian Empire. In this position, it's possible to compare synchronically the themes of both World history and History of Uzbekistan subjects.

The method of **deductive approach**, i.e. to learn effect of international social-political trends to the internal environment in Turkestan region is the most important step towards forming logical thinking skills of the students. Since the ideas of national freedom and independence were taking root in the Balkans, North Africa, India, Persia and China by democratic influencers in that upper-mentioned period. A breeze of these political processes has passed by Russian Empire also, increasing labour movement, RSDLP's activity, 1905 Russian Revolution and establishment of Russian State Duma can be proof of this.[3]

By the method of **inductive approach** it's possible to compare Jadids contribution to education, printing press and literature with enlightenment activity by "Youth turks", "Youth afghans", "Hizb ul-Vatan" movement in Egypt, by Bal Gangadhar Tilak in India, Tongmenghui organization under the guidance of Sun Yat-Sen in China,[3] the Jadids' achievements in dramaturgy and theater can be compared with William Shakespeare's effective creativity and spiritual heritage at the period of Western Renaissance. It gives opportunity to explain the students in a simple and smooth way how the Jadids were smart and people with wide worldview who could realize suitably the essentiality of Shakespeare's work in awakening the West from medieval sleep[2].

**"Bibliohistory" technique** just intends either to recommend theme-related fictions or giving some comments on some excerpts from them. For e.g., for the purpose of the students to imagine fairly the difference between old style Muslim schools and new style Jadid schools, how the society's attitude was in relation to Jadid schools can be recommended to read the novel "Childhood" by Muso Toshmukhammad Oybek and Chapter "Another hit" of the novel "Ferghana before dawn" by Mirzakalon Ismoil [6].

**Problem solving.** It's relevant to ask the students why Jadids chose the theater, but rejected fine arts and sculpture among all tools used by humanists at the period of



Renaissance to reform the spirituality of society [2]. Students will try to realize independently that fine arts and sculpture, i.e., worshiping illustrations or figures is banned according to Islam, analyzing the loyalty of Jadids' movement to Islamic principles, national traditions. Additionally, they can make analyze why Jadids did chose theater as a source of enlightenment. Herewith it's not difficult that the inculcation of the ideas of Jadidism in the minds of school-age children is carried out through schools and coursebooks, Jadid theaters needed to meet the spiritual and educational needs of adults who are not literate enough and do not read newspapers or books [4].

Interpretation by using the method of **inductive approach** on misapprehension between radical and moderate influencers of Jadidism movement through addressing to the activity and rivalry between Freedom and accord Party and Party of Union and Progress in Turkey, between Indian National Congress and Indian Muslim League, between Kuomintang and Chinese Communist Party in the late XIXth – early XXth centuries provides understandable end of the theme [3].

Using the “**Black Box**” method, it is possible to determine what level of information the readers have about the historical personalities whose names are mentioned in the framework of the topic. To do this, the names of historical figures are written on some pieces of paper and put in a box. The readers are explained what does the “Black Box” really mean. After that, students take a piece of paper without looking inside the box and describe historical figures based on the information they mastered [10].

Through the **Venn diagramm**, students being divided into small groups can analyze the differences and common aspects of the activities of the Central Asian Jadids with the behaviour of Indian and Chinese national-liberation struggle.

**Conclusion:** Considering the above, it can be concluded that the major topics in the subject of history which seemed to be too complex can be explained to the students in a compact way based on the foreign experience, to check in an unconventional way in what level they have mastered the subject, to make a direct



contribution to the formation of reading culture using interdisciplinary methods – and all these are within an hour's lesson [1].

In the future, there is an opportunity to popularize the innovative approach illuminated above by integrating into the content of textbooks of new generation of the subject of history for the Presidential, Art and specialized schools. Undoubtedly, we will not exaggerate saying that this goal lies on the basis of educational reforms carried out in Uzbekistan.

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