

**THE ROLE AND SIGNIFICANCE OF FOREIGN EDUCATIONAL EXPERIENCE IN
THE WORKS OF MIRZO SIROJIDDIN HAKIM**

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Annotation: This article analyzes the life path of Mirzo Sirojiddin Hakim and examines his educational background and travel experience abroad. The study highlights the author's process of acquiring both religious and secular knowledge, including his studies at the Russian school in Bukhara and at the Tehran Medical College. It also discusses his mastery of several foreign languages.

Keywords: Mirzo Sirojiddin Hakim, Tuhfai ahli Buxoro, jadidism, enlightenment, travel writing, educational experience, European development, medicine, Bukhara Emirate.

Mirzo Sirojiddin Hakim is regarded as one of the Jadid intellectuals who were deeply concerned with the national progress of Turkestan. His foreign travels and direct acquaintance with overseas educational systems played a crucial role in shaping the worldview of Jadid thinkers.

Having mastered both religious and secular sciences, and being fluent in Russian and French, Mirzo Sirojiddin began his first foreign journey at the age of twenty-five. He explained the purpose of his travels as a desire “...to observe the prosperity and ruins of the world, to become acquainted with the progress of science and art, and to present the knowledge and experience gained during travel to his fellow people, thereby informing the people of the benefits of travel.”

During his journeys, he visited Baku, Batumi, Istanbul, Vienna, Sofia, Sarajevo, Budapest, Berlin, Belgrade, Paris, London, Bern, Zurich, Marseille, Warsaw, Saint Petersburg, and Moscow. In these cities, he closely examined the activities of industrial enterprises, universities, museums, libraries, and hospitals. [1]

In his early education, Mirzo Sirojiddin wrote: “At the age of five my father sent me to school. When I was ten I had become literate in Persian. For about two years, at home, I studied Persian ethical, historical, and poetic works, as well as Arabic vocabulary, with a knowledgeable teacher.” Thus, after attending school from the age of five and achieving literacy in Persian by ten, he continued his studies at home for two years. Although, at his father's request, he was engaged in money-changing and trade, his passion for learning remained strong. He later enrolled in a newly opened Russian school in Bukhara, where he studied Russian, mathematics, and geography for one year. Through regular reading of Russian and Turkish-language newspapers, he attained fluency in Turkish. He also took French lessons from a private tutor for six months.

Subsequently, Mirzo Sirojiddin pursued European medicine seriously in Tehran. He also studied advanced trainings at an American Medical Institution, and received certification as a specialist in internal medicine.

After being in Europe, Western achievements in science and technology, Mirzo Sirojiddin showed his cares about the stagnation of his own country. He wrote: “Observe how knowledge and wealth have elevated the European nations, while ignorance and laziness have reduced the peoples of Asia to their present state. Europeans have mastered all sciences and now govern the world, whereas we are dependent upon them”. [2]

During his third journey, which lasted from July 1905 to the end of 1909, Mirzo Sirojiddin visited a number of cities in Iran, Afghanistan, and India. He became familiar with the Iranian Constitutional Revolution of 1905–1911. In 1903, he began his studies in the Tehran Medical College (now the University of Tehran). After graduating, he worked as an instructor at the college and as a physician in hospitals in Mazandaran. He soon became widely known in Iran under the name “Doctor Mirkhon”. Consequently, his reputation became renowned. Habibullah Khan, who invited Mirzo Sirojiddin to Afghanistan. There he worked under the name “Doctor Sobir” and gained considerable fame.[3]

A contemporary of Mahmudhoja Behbudi, Mirzo Sirojiddin Hakim Bukhari was a prominent merchant-physician and progressive intellectual. During his travels to European and Russian cities, he perceived industrial, educational, and medical institutions. He sincerely wished to see a similar level of development in his own homeland.[4]

In conclusion. By reading about Mirzo Sirojiddin’s life, we may learn about his harmonious study of both religious and sciences—such as mathematics, geography, and medicine. Despite numerous hardships, his persistent pursuit of knowledge serves as an inspiring role model for today’s youth. His experience encourages continuous self-improvement, lifelong learning, and the formation of modern, well-rounded professionals.

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