

THE EDUCATIONAL SIGNIFICANCE OF MORAL VALUES IN THE WORKS OF ALISHER NAVOI

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Annotation: This article explores the moral values reflected in the literary and didactic works of Alisher Navoi and their educational significance in shaping individual character and social consciousness. Navoi, a leading figure in Central Asian literature and philosophy, used poetic and prose forms to instill virtues such as justice, honesty, patience, humility, and compassion. By analyzing selected works, this study reveals how Navoi's ethical teachings remain relevant to contemporary educational systems, particularly in fostering spiritual development and civic responsibility among youth.

Keywords: Alisher Navoi, moral values, education, ethics, spiritual upbringing, character development

Introduction

In the legacy of Eastern literature, few figures have addressed moral education with the depth and elegance of Alisher Navoi (1441–1501). His works reflect not only artistic mastery but also a deep commitment to ethical instruction. Navoi believed that a society's strength lies in the moral integrity of its individuals. In his poetry and prose, he emphasized virtues essential for personal development and social harmony. This article investigates how Navoi's moral teachings serve as a foundation for ethical education and personal refinement.

The study applies a qualitative content analysis of Navoi's key works, including *Mahbub al-Qulub*, *Nasoyim ul-Muhabbat*, and selected poems from the *Khamsa*. Through textual analysis, the article identifies recurring themes related to moral instruction. A philosophical-pedagogical lens is used to assess how these themes can be integrated into modern value-based education.

The analysis of Navoi's writings reveals a strong emphasis on moral character as the cornerstone of human excellence. Notable values promoted by Navoi include:

- Justice (adl) – as the foundation of social order;
- Truthfulness (rostgo'ylik) – as the core of interpersonal trust;
- Patience and forbearance (sabr) – necessary for inner peace and social cohesion;
- Modesty and humility (kamtarinlik) – as signs of moral maturity;
- Generosity and compassion (sahovat, mehr) – as means of human solidarity.

In *Mahbub al-Qulub*, Navoi directly instructs rulers, scholars, and ordinary people on ethical behavior, providing anecdotes that model moral decision-making. In his poetic works, characters undergo moral trials that highlight the importance of integrity, faithfulness, and self-restraint.

Navoi's approach to moral education transcends didacticism; it is embedded in aesthetic experience, making moral lessons emotionally resonant and intellectually engaging. His emphasis on internalizing values rather than merely following rules aligns with modern pedagogical principles of holistic education. Navoi's legacy presents an integrated model of moral and spiritual upbringing that can enhance contemporary curricula focused on citizenship, ethics, and character building.

Moreover, Navoi's ideas are especially relevant in the context of today's challenges: moral relativism, identity crises, and the erosion of communal values. His works offer timeless wisdom that can help reintroduce ethics and spirituality into educational discourse, especially in Muslim-majority societies.

Conclusion

Alisher Navoi's literary heritage is a rich source of moral guidance and pedagogical insight. His vision of moral education—rooted in justice, compassion, and humility—remains highly applicable to contemporary efforts to cultivate ethically responsible and spiritually mature individuals. Incorporating Navoi's ethical philosophy into educational programs can contribute to nurturing a morally grounded and socially conscious generation.

References

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