

“THE PEDAGOGICAL AND MORAL-EDUCATIONAL IMPORTANCE OF ALISHER NAVOI’S HERITAGE IN PRIMARY EDUCATION.”**Komilova Zulfiyaxon Poziljonova***University of economics and pedagogy**Assistant at the Department of Primary Education**komilovazulfiya73@gmail.com***Yusupova Mohinur***Faculty of Primary Education Student*

Abstract: *This article examines the educational and pedagogical significance of Uzbek classical literature, particularly the legacy of Alisher Navoi, in the moral and personal development of the younger generation. The study substantiates the impact of incorporating Navoi’s works into primary education on learners’ moral-ethical formation, socio-emotional growth, and cognitive development. Special attention is given to the effectiveness of visual materials, narrative texts, and dramatization methods in enhancing students’ comprehension and value-based learning. The article highlights the formative potential of classical literature in fostering humanistic values, national identity, and patriotism within contemporary educational contexts.*

Keywords: *Alisher Navoi, classical literature, primary education, moral education, national values, humanism, pedagogical approaches, patriotism*

Uzbek classical literature possesses a history spanning many millennia and, over the centuries, has preserved its artistic–aesthetic and spiritual significance, continuing to live on meaningfully to the present day. These masterpieces, regarded as invaluable treasures of our national culture, constitute a solid foundation of society’s spiritual life and serve as an essential resource in educating the younger generation in the spirit of high moral values.

In contemporary education, organizing the process of teaching and upbringing in harmony with national values is considered one of the most pressing tasks. This issue is particularly significant within primary education, which represents the initial and most crucial stage of the educational system. Cultivating in pupils, from an early age, a sense of respect and admiration for our great ancestors, as well as instilling love for the Motherland and national pride, is among the fundamental responsibilities of educators.

Within educational institutions, students are systematically introduced to the lives and works of great scholars through stories, poems, and visual materials. In accordance with learners’ age characteristics and psychological capacities, adapted excerpts from literary works are carefully selected. In this regard, the works of Alisher Navoi, an unparalleled representative of Uzbek classical literature and a great thinker,

are taught consistently across different age levels through specially designed topics.

Alisher Navoi, throughout his meaningful and multifaceted life, created a unique school of spirituality. He highly valued the role and significance of education and upbringing in human development, particularly in the formation of a child's personality. Navoi firmly believed that through proper upbringing a child could grow into a socially responsible, spiritually mature, and harmoniously developed individual.

Humanistic ideas occupy a central place in Navoi's views on knowledge, enlightenment, and moral education. He glorified the human being as the most elevated and precious of all creations. As Navoi emphasized, a young child is not yet fully capable of comprehending the essence of good and evil, since cognitive abilities such as understanding, reasoning, and judgment are still developing. Consequently, children may be vulnerable to negative influences and prone to misguided behavior.

From this perspective, the thinker underscored the necessity of guiding children correctly from a very early age and providing them with moral and ethical education. Thus, according to Navoi's teachings, a key condition for nurturing a well-rounded generation lies in beginning the educational process during childhood.

From the earliest stages of primary school, instructional activities are organized to familiarize pupils with the lives and creative legacies of great scholars. In particular, the figure of Alisher Navoi is first introduced through visual aids, including portraits, albums, and illustrative materials. Initial knowledge about the thinker is conveyed through short narrative texts. In classroom practice, the pedagogically effective use of images depicting Navoi's benevolent deeds, guided by clearly defined instructional objectives, contributes to the formation of vivid mental representations and facilitates the durable assimilation of knowledge.

The instructional process not only positively influences pupils' developing imagination, cognition, and emotions but also creates conditions for the growth of independent thinking skills. The inclusion of the story "Be Generous" (an excerpt from Hayrat ul-abror) enhances the effectiveness of this process. This narrative extols such human virtues as generosity, compassion, and benevolence.

Navoi's reflections on humanism are expressed in the following idea:

"Generosity is to bear the burden of a suffering person's hardship and to liberate them from their difficulties. Generosity is to endure the weight of another's thorn of adversity and to blossom like a flower from its sharp point; it is to refrain from recalling one's good deeds, to avoid reproach, and not to impose obligation."

These ideas are presented to pupils in forms appropriate to their developmental level, encouraging conclusions aligned with their intellectual capacities.

During the lesson, the teacher reads the story expressively, after which students retell it and reinforce comprehension through dramatization. Such activities promote speech development, memory, and socio-emotional growth, while also helping

children differentiate between concepts of good and evil. Psychological research indicates that visual–figurative thinking predominates in early childhood, and imitation abilities are highly developed.

In his pedagogical philosophy, Navoi associates human excellence not with lineage but with education and enlightenment. He asserts that any individual who receives proper education and upbringing can achieve greatness, irrespective of noble birth. The principal aim of education, therefore, is to cultivate socially responsible, knowledgeable, and morally upright individuals.

Navoi places particular emphasis on the formative power of upbringing, expressing confidence that even children displaying undesirable traits may be positively transformed through appropriate educational influence. However, he also notes that eliminating deeply ingrained negative characteristics in adulthood is considerably more difficult, thereby reinforcing the importance of early education.

The cultivation of ethical conduct occupies a central position in Navoi’s teachings. In his view, etiquette and moral refinement represent the highest human virtues. An individual characterized by proper conduct is distinguished by kindness, sincerity, and social grace, earning respect within society.

Explaining Navoi’s own exemplary character through narratives such as “Navoi’s Friend” is pedagogically beneficial. Through such stories, pupils develop an understanding of friendship, loyalty, and compassion. Navoi strongly condemns superficial or self-serving relationships, as well as flattery and hypocrisy, considering them detrimental to human development.

Alisher Navoi’s life and legacy, devoted to the peace, cultural advancement, and enlightenment of society, remain profoundly relevant. The humanistic, ethical, and patriotic ideals articulated in his works continue to retain their significance in contemporary pedagogy.

The enduring vitality of national values is closely linked to the spiritual responsibility and intellectual engagement of successive generations. In this context, the systematic integration of Navoi’s heritage into educational processes represents a vital objective of modern education.

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