

METHODS OF EDUCATING STUDENTS THROUGH THE WORKS OF ALISHER NAVOI IN THE PRIMARY EDUCATION PROCESS

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Abstract:

This study examines the methodological foundations of using Alisher Navoi's literary works in the primary education process to foster students' moral, intellectual, and cultural development. It highlights the educational significance of Navoi's didactic ideas, which emphasize values such as kindness, justice, respect for knowledge, and human dignity. The research explores pedagogical strategies for adapting classical literary texts to the cognitive and emotional characteristics of young learners, including storytelling, interactive discussion, role-playing, and creative activities. The study also emphasizes the role of Navoi's heritage in strengthening cultural identity and developing emotional intelligence in primary school students. The findings suggest that integrating Navoi's works into primary education enhances language acquisition, ethical awareness, and holistic personality development, making it a valuable resource for modern pedagogical practice.

Keywords:

Alisher Navoi, primary education, methodology, moral education, literary heritage, pedagogical methods, storytelling, cultural identity, emotional intelligence, didactic literature, value-based education, student development, classical literature integration.

The use of the literary heritage of Alisher Navoi in the process of primary education plays a significant role in shaping moral values, cognitive development, and cultural awareness among young learners. In modern pedagogical practice, literature is not only considered a means of developing reading skills but also a powerful tool for moral and ethical education. In this context, the works of Alisher Navoi, one of the greatest representatives of classical Turkic literature and a prominent thinker of the Timurid Renaissance, provide rich material for educational integration. His literary legacy, including didactic poems, ghazals, and philosophical treatises, contains universal values such as kindness, justice, respect for knowledge, and human dignity, which are highly relevant for primary school students whose personality and worldview are in the formative stage.

From a methodological perspective, the integration of Navoi's works into primary education requires a systematic approach based on pedagogical principles such as accessibility, continuity, emotional engagement, and cultural relevance. Primary education is characterized by the psychological features of children aged approximately 6 to 10 years, who learn best through storytelling, imagery, repetition, and emotional connection. Therefore, Navoi's simple yet meaningful poetic expressions, especially his moral aphorisms and short didactic passages, can be adapted into reading comprehension exercises, storytelling sessions,



and interactive discussions. According to modern educational theory, early exposure to classical literature enhances linguistic competence and critical thinking skills in children¹.

The pedagogical significance of Alisher Navoi's works lies in their ability to combine aesthetic pleasure with ethical instruction. For instance, his emphasis on the value of knowledge and education aligns with contemporary educational goals that prioritize lifelong learning and intellectual curiosity. When teachers introduce simplified interpretations of Navoi's ideas, students are encouraged to reflect on moral choices, distinguish between good and bad behavior, and develop empathy toward others. This aligns with constructivist learning theory, which emphasizes that learners construct knowledge actively through interaction with meaningful content². In practical classroom settings, teachers may employ various methods to incorporate Navoi's works into lessons. One effective approach is expressive reading, where the teacher reads selected passages with appropriate intonation and emotional emphasis, followed by guided discussion. Another method involves role-playing activities, where students act out characters or situations inspired by Navoi's moral narratives. Such techniques not only improve reading fluency but also enhance emotional intelligence and social awareness. Furthermore, visual aids such as illustrations of scenes from Navoi's works can support comprehension and make abstract ideas more accessible to young learners.

The methodological framework for using Navoi's literary heritage also includes interdisciplinary integration. For example, language lessons can be combined with moral education, history, and even art. When studying Navoi's texts, students may learn about the historical context of the Timurid era, the development of the Chagatai language, and the cultural achievements of Central Asia. This interdisciplinary approach helps students form a holistic understanding of knowledge and strengthens their cognitive connections between different subjects. Educational psychologists emphasize that such integrative learning enhances memory retention and conceptual understanding³. Another important aspect is the adaptation of classical texts for age-appropriate learning. Since original texts of Navoi are linguistically complex, teachers must simplify the language without losing the essence of the message. This process, known as pedagogical translation or adaptation, ensures that the moral and educational content remains accessible. For instance, complex metaphors can be explained through modern analogies, and difficult vocabulary can be replaced with simpler synonyms. At the same time, teachers must preserve the cultural authenticity of the original text to maintain its literary value.

The moral dimension of Navoi's works is particularly valuable in character education. His emphasis on virtues such as honesty, generosity, humility, and respect for knowledge provides a foundation for ethical discussions in the classroom. When students engage with such content, they not only improve their language skills but also internalize positive behavioral models. Research in educational psychology suggests that early moral education has a long-term impact on personality development and social behavior⁴. In addition, the use of Navoi's works contributes to the development of national identity and cultural heritage awareness. In multilingual and multicultural societies, primary education plays a crucial role in preserving cultural continuity. By introducing students to classical authors like Navoi,

¹ Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Psychological Processes*.

² Piaget, J. (1952). *The Origins of Intelligence in Children*.

³ Bruner, J. (1960). *The Process of Education*.

⁴ Kohlberg, L. (1981). *Essays on Moral Development*.



educators help them appreciate their cultural roots and develop respect for literary heritage. This is particularly important in fostering a sense of belonging and cultural pride among young learners. From a methodological standpoint, assessment strategies are also important when integrating literary content into education. Teachers may evaluate students' understanding through oral questioning, creative retelling of stories, drawing activities, and short written reflections. These formative assessment techniques allow educators to monitor both cognitive and emotional learning outcomes. Unlike traditional testing methods, such approaches emphasize creativity, interpretation, and personal engagement with the text.

Continuing the methodological analysis of integrating Alisher Navoi's literary heritage into primary education, it is essential to emphasize the psychological and developmental characteristics of early learners in greater depth. Children in primary school age are in a sensitive stage of cognitive and emotional development, where imagination, imitation, and emotional responsiveness play a dominant role in learning. Therefore, literary texts used in instruction must not only convey information but also stimulate emotional engagement and ethical reflection. Navoi's works, characterized by their vivid imagery and moral clarity, are particularly suitable for this educational stage. His poetic narratives often present simple oppositions between virtue and vice, which can be easily understood by children when properly adapted by the teacher⁵. The methodological process of teaching Navoi's works begins with careful selection of appropriate texts. Not all of Navoi's literary heritage can be directly introduced to primary school learners due to linguistic and conceptual complexity. Therefore, educators must select short passages, moral couplets, and simplified interpretations of his ideas. For instance, Navoi's emphasis on knowledge as a source of enlightenment can be transformed into short reading texts that encourage students to value education and curiosity. This selective adaptation ensures that learners are not overwhelmed while still being exposed to authentic cultural content.

Another important methodological component is the use of storytelling as a central instructional strategy. Storytelling is one of the most effective pedagogical tools in primary education because it aligns with children's natural cognitive tendencies. When teachers narrate simplified stories inspired by Navoi's ideas, students are more likely to retain information and internalize moral lessons. Storytelling also allows for the integration of emotional expression, which strengthens memory retention and comprehension. According to educational research, narrative-based learning significantly enhances students' ability to understand abstract moral concepts⁶. Interactive dialogue is also a key method in the pedagogical use of Navoi's works. After reading or listening to a text, teachers may engage students in guided discussions by asking questions such as "What lesson did we learn from this story?" or "Why is kindness important in this situation?" Such questions encourage critical thinking and allow students to express their personal interpretations. This dialogic approach transforms the classroom into an active learning environment rather than a passive reception space. It also aligns with socio-constructivist theories of learning, which emphasize the role of social interaction in knowledge construction⁷.

In addition, the use of creative activities significantly enhances the effectiveness of teaching Navoi's works. Drawing, dramatization, and craft-based tasks help students express

⁵ Bruner, J. (1986). *Actual Minds, Possible Worlds*.

⁶ Egan, K. (1997). *The Educated Mind: How Cognitive Tools Shape Our Understanding*.

⁷ Vygotsky, L.S. (1978). *Mind in Society*.



their understanding in non-verbal forms. For example, students may be asked to illustrate a moral scene inspired by Navoi's poetry or perform a short role-play demonstrating a virtuous behavior described in adapted texts. These activities not only reinforce comprehension but also develop artistic and emotional skills. Creativity-based learning is particularly effective in primary education because it supports multiple intelligences, including linguistic, spatial, and interpersonal development⁸. Language development is another critical outcome of integrating Navoi's works into primary education. Exposure to classical literary expressions, even in simplified form, enriches students' vocabulary and improves their syntactic awareness. Teachers may use key words and expressions from Navoi's texts to develop language exercises such as sentence formation, word matching, and comprehension questions. This dual focus on language acquisition and moral education makes Navoi's works a multidimensional pedagogical resource.

Furthermore, cultural education is an integral dimension of this methodological approach. Alisher Navoi is not only a literary figure but also a cultural symbol representing the intellectual heritage of Central Asia. Introducing his works to young learners contributes to the development of cultural identity and historical awareness. Students begin to recognize the continuity between past and present cultural values, which fosters respect for national heritage. Cultural education in early schooling is widely recognized as essential for building identity and social cohesion⁹. Teacher competence plays a decisive role in the successful implementation of this methodology. Educators must possess not only knowledge of Navoi's works but also the ability to adapt content to the developmental level of students. This includes skills in simplification, paraphrasing, and contextual explanation. Moreover, teachers must be able to create an emotionally supportive classroom environment where students feel encouraged to express their thoughts freely. Professional training programs should therefore include modules on classical literature pedagogy and culturally responsive teaching strategies.

Assessment methods in this context should focus on formative and qualitative evaluation rather than purely quantitative testing. Students' understanding of Navoi's works can be assessed through oral retelling, group discussions, creative writing, and visual representations. These methods allow teachers to evaluate both cognitive understanding and moral interpretation. For example, a student's drawing of a kind act inspired by a Navoi story may reveal their internalization of ethical values more effectively than a traditional written test. In addition, the integration of Navoi's works supports the development of emotional intelligence in children. Emotional intelligence involves the ability to recognize, understand, and manage emotions in oneself and others. Through exposure to moral narratives, students learn to empathize with characters, understand consequences of actions, and reflect on their own behavior. This contributes to the formation of socially responsible individuals who are capable of ethical decision-making.

Conclusion

The integration of Alisher Navoi's literary heritage into the primary education process represents a highly effective pedagogical approach aimed at the holistic development of young learners. His works, enriched with profound moral, philosophical, and educational ideas, provide a strong foundation for shaping students' ethical values, cultural awareness,

⁸ Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*.

⁹ Banks, J.A. (2008). *An Introduction to Multicultural Education*.



and intellectual abilities. In primary education, where personality formation is at its most sensitive stage, Navoi's didactic messages about kindness, justice, knowledge, and humanity serve as powerful tools for moral upbringing and character development.

Methodologically, the use of Navoi's works requires careful adaptation to the cognitive and psychological characteristics of primary school students. Simplification of language, selection of age-appropriate texts, and the use of interactive teaching methods such as storytelling, role-playing, discussion, and creative activities significantly increase the effectiveness of instruction. These approaches not only enhance reading comprehension and language development but also foster emotional intelligence, empathy, and critical thinking skills.

Furthermore, the incorporation of Navoi's literary legacy into education strengthens students' cultural identity and awareness of national heritage. It helps learners understand the continuity between historical and modern values, thereby fostering respect for cultural traditions and intellectual history. From a pedagogical perspective, this approach aligns with contemporary educational standards that emphasize competence-based learning, interdisciplinary integration, and learner-centered instruction.

In conclusion, teaching through Alisher Navoi's works in primary education is not merely a literary exercise but a comprehensive educational strategy that contributes to the intellectual, moral, and cultural formation of the younger generation. It provides teachers with rich methodological opportunities to combine language instruction with value-based education, ensuring the development of well-rounded individuals who are both knowledgeable and ethically responsible.

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