

## **THE METHODOLOGY OF FORMING JUSTICE, HONESTY, AND PATIENCE IN STUDENTS THROUGH THE GHAZALS OF ALISHER NAVOI**

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**Annotation:** This article examines the methodology of shaping moral education in students through the ghazals of Alisher Navoi, with particular attention to the formation of justice, honesty, and patience. The study highlights Navoi’s poetic heritage as a valuable educational resource that transcends aesthetic appreciation and contributes to the ethical development of young learners. Justice is presented as a principle of fairness and social harmony, honesty as the foundation of dignity and truthfulness, and patience as resilience and inner strength. By integrating literary analysis with pedagogical methods such as interpretive reading, reflective dialogue, and creative assignments, Navoi’s ghazals are shown to provide effective tools for moral instruction. The article concludes that classical literature not only enriches cultural knowledge but also plays a vital role in developing ethical values necessary for students’ personal growth and social responsibility.

**Keywords:** Alisher Navoi, ghazals, moral education, justice, honesty, patience, methodology, ethical values, classical literature, pedagogy.

The educational significance of classical literature is recognized as a fundamental factor in shaping moral and ethical values in the younger generation. Among the rich heritage of Eastern literature, the ghazals of Alisher Navoi occupy a special place, not only for their aesthetic beauty but also for their profound philosophical and ethical messages. Navoi’s works go beyond poetic elegance; they serve as moral guidelines that cultivate virtues such as justice, honesty, and patience, which are essential qualities for the personal and social development of students in modern educational contexts.

Navoi’s ghazals express deep concern for human values, presenting justice as the basis of social harmony and stability. In his view, justice is not merely a political or legal principle but a personal quality that ensures fairness in relationships, equality among people, and responsibility in decision-making. When applied to the educational process, the interpretation of justice in Navoi’s ghazals enables students to develop a strong sense of fairness and respect toward others, which contributes to reducing conflicts and promoting a cooperative learning environment. Teachers can employ comparative analysis, classroom discussions, and role-play exercises inspired by Navoi’s verses to help students internalize this moral principle.

Honesty in Navoi’s poetic worldview is closely linked with purity of heart and truthfulness of words and deeds. His ghazals repeatedly emphasize that truth is the foundation of human dignity, while dishonesty leads to moral and spiritual decline. In the methodology of moral education, these ideas can be transmitted to students through interpretive reading, reflective writing, and

guided dialogue. By analyzing how Navoi praises honesty and condemns hypocrisy, students are encouraged to understand honesty as a lifelong principle rather than a situational choice. In this way, the classroom becomes a place where the ethical dimension of knowledge is reinforced, and learners are motivated to apply sincerity in both academic and personal interactions.

Patience, another central value highlighted in Navoi's ghazals, is presented as a necessary quality for overcoming life's challenges and achieving inner strength. Navoi portrays patience not as passive submission but as an active endurance that strengthens the human spirit and leads to ultimate success. Within a pedagogical framework, teachers can design activities that connect Navoi's poetic reflections on patience with students' real-life experiences, such as preparing for examinations, coping with difficulties in studies, or dealing with interpersonal conflicts. By reflecting on these lessons, students learn that patience is not weakness but resilience, enabling them to maintain balance in both academic and social spheres.

The methodology of incorporating Navoi's ghazals into moral education relies on integrating literary analysis with practical moral exercises. The teacher's role is to act as a mediator between the classical text and the modern student, guiding learners to interpret, internalize, and apply the values embedded in Navoi's poetry. Techniques such as dramatization of poetic themes, comparative moral case studies, and creative assignments like writing modern reflections on Navoi's verses can serve as effective tools in shaping ethical awareness.

Thus, the ghazals of Alisher Navoi serve as a timeless source of moral education, offering educators a profound means to instill justice, honesty, and patience in students. By engaging with Navoi's poetic legacy, learners not only develop an appreciation of classical literature but also cultivate the moral compass necessary for navigating the complexities of contemporary life. This methodology bridges the cultural past with present educational needs, demonstrating that classical poetry continues to inspire and guide the ethical formation of future generations.

## Conclusion

The works of Alisher Navoi demonstrate that literature is not only an artistic expression but also a profound source of ethical guidance. His emphasis on justice, honesty, patience, compassion, and loyalty provides a timeless framework for moral education in schools. By engaging with Navoi's texts through methods such as interpretive reading, reflective writing, dramatization, and creative adaptation, students develop the ability to internalize moral values and apply them in real-life situations. This process strengthens their personal integrity, nurtures resilience, and fosters respect and responsibility in their interactions with others. Thus, the methodology of teaching through Navoi's works ensures that classical heritage continues to inspire new generations, equipping them with the ethical compass necessary for meaningful participation in society and for the building of a morally strong and enlightened future.

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