

## **PEDAGOGICAL ANALYSIS OF THE IDEAS OF MORAL AND ETHICAL EDUCATION IN ERKIN SAMANDAR'S WORKS**

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**Abstract:** This scientific article presents the life and creative path of Erkin Samandar, as well as an artistic and ideological analysis of the poet's literary works.

In addition, the article discusses the essence and meaning of Erkin Samandar's works, their pedagogical and didactic aspects, and expresses the author's views on how the moral and ethical ideas are reflected in his poetry.

**Keywords:** Erkin Samandar's creativity, moral ethics, pedagogical-didactic analysis, creator, content of works, upbringing, creativity.

### **Main Text:**

At present, the literary environment of Khorezm has a significant role not only in literature but also in pedagogy, especially in educating book-loving youth.

Khorezm — a land that has produced many scholars and thinkers throughout its history.

The works of its poets and writers emphasize spiritual worldview, teaching, upbringing, and human perfection, including personal growth, learning, respect for teachers, loyalty to family, and the upbringing of children.

As one of the poets famously said about his homeland:

"Many poets of different times have written poems about it,

I too wish to sing of its fame to the world.

I am a child of Khorezm, I am a child of Khorezm."

In these lines, a person's deep love for their homeland, for the land where their umbilical cord was cut, is expressed in a beautiful way. This poem, familiar to poetry lovers, continues to echo proudly as a hymn to our native land and resonates deeply in the hearts of our elders.

The author of these meaningful lines is the well-known poet, writer, dramatist, and publicist Erkin Samandar, who made a valuable contribution to the development of Uzbek literature. Erkin Samandar was born in 1935, on the eve of Navruz, in the village of Navxos of the Khonqa district. Later, he lived in the village of Go'ja in Khiva district. After completing his studies at the Faculty of Philology of the Khorezm State Pedagogical Institute, majoring in Uzbek language and literature, in 1957, he worked as a teacher in the village of Qoshko'pir.

Later, he joined journalism and began working for the Urganch district newspaper. It was there that he sharpened his pen and entered the mysterious world of creativity with hope and confidence.

He later worked for the newspaper "Xorazm Haqiqati" (The Truth of Khorezm) and served devotedly in various influential roles in other mass media of our republic.

National values formed through the works of the creator:

National Values Formed Through Creative Works

1. Respect for Family and Ancestors

In the story “Mother’s Heart”, the image of the mother symbolizes loyalty to national traditions and family values. This strengthens the concept of a stable family among young people today.

#### 2. Patriotism and Devotion

In Erkin Samandar’s works, the theme of struggle, heroism, and loyalty to the homeland and family is clearly expressed. His characters never run away from difficulties; they fulfill their duty to the homeland, society, and family with dedication.

#### 3. Self-Understanding and National Pride

In the writer’s works, the national values reflected in the essence of nationalism encourage readers to ask themselves: “Who am I?”, “What kind of family or nation do I come from?”, “How do I value my identity?”

Such questions strengthen students’ process of self-awareness.

#### 4. Labor and Honesty – National Pride

The heroes in Erkin Samandar’s works are hardworking, honest, and simple people – the main representatives of the working class. Through characters in works such as “The Eyes of the Soul” and “Faithfulness”, the author glorifies honesty and selflessness. Students learn to value honesty and think about their future profession through these examples.

#### 5. Morality and Modesty

In our national mentality, respect for elders and youngsters, morality, and modesty are inseparable values. These aspects are vividly depicted in Erkin Samandar’s stories through real-life events. His heroes are described as modest and kind individuals, serving as exemplary figures for young readers.

Erkin Samandar’s works are unique because they influence readers not only morally but also on a deep psychological level. Such emotional influence is a very important element in education. Young people, especially students, who are searching for their life path, form their worldview, and develop emotional sensitivity, are deeply affected by his works.

Erkin Samandar’s artistic and psychological power seems to be directed precisely toward a young audience. The psychological strength of his works is primarily due to their closeness to reality. The events, heroes, problems, and decisions in his stories are all drawn from real life. This draws readers into the story, making them identify with the characters and engage in inner reflection. This process not only sharpens their thinking but also nurtures their hearts and emotions.

Erkin Samandar is a master at artistically depicting emotional states. He portrays feelings such as love, loyalty, remorse, loneliness, patience, forgiveness, and suffering with deep detail. Students who read his works experience these emotions internally. Therefore, his works serve as valuable educational material.

Erkin Samandar’s creative and intellectual activity represents a rare literary phenomenon that reflects the unity of art and thought. Through his poetry, he promotes ideas of love, striving for spiritual perfection, and preserving historical memory. His creative legacy serves as both an artistic and moral-educational tool.

For this reason, Erkin Samandar’s poetic heritage holds an important place in modern Uzbek literature, serving as a spiritual source for the younger generation.

Erkin Samandar’s creativity can be considered a special school for today’s youth and students. As a writer, poet, and thinker, he created his own literary path. His works express ideas essential for the intellectual development of humankind. As mentioned above, his writings reflect the

unity of creativity and intellect. The poet did not merely write about feelings or emotions — he combined them with deep thought and scientific perspective, expressing them in harmony.

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