

ALISHER NAVOI'S VISION OF EDUCATION

Sobirova Ismigul

QDPI student

<https://doi.org/10.5281/zenodo.12644303>

Abstract: Alisher Navoi, a prominent figure in Uzbek literature and a renowned poet, was not only celebrated for his lyrical compositions but also for his profound thoughts on education. Born in the 15th century, during the Timurid Empire, Navoi's insights into education continue to resonate even in the modern era. This article explores Navoi's views on education as expressed through his literary works, shedding light on his vision for the intellectual, moral, and social development of individuals.

Keywords: Alisher Navoi, education, Uzbek literature, Timurid Empire, intellectual development, moral character, social responsibility, teachers, well-rounded curriculum, experiential learning, creativity, imagination, equal opportunities, literature, legacy, contemporary relevance.

1. Introduction:

Alisher Navoi, also known as Nizam al-Din Ali-Shir, was an influential poet, writer, and philosopher of the late Timurid period. He played a pivotal role in shaping the cultural and literary landscape of Central Asia. Navoi's contributions extend beyond his poetic prowess; he articulated a comprehensive philosophy of education that emphasized the holistic growth of individuals. This article aims to delve into Navoi's perspectives on education, examining his ideas on the purpose, methods, and outcomes of learning.

2. The Purpose of Education:

Navoi believed that education should serve a higher purpose, extending beyond the mere acquisition of knowledge. He viewed education as a means to cultivate moral character, foster intellectual curiosity, and develop a deep sense of social responsibility. Navoi emphasized the pursuit of wisdom and virtue as essential goals of education, guiding individuals towards a life of ethical conduct and societal contributions.

Navoi believed that education should not only focus on the transmission of information but also on the development of individuals' moral and ethical values. He considered education as a transformative process that should shape individuals into morally upright and socially responsible beings. Navoi saw education as an opportunity to instill virtues such as honesty, compassion, justice, and humility in individuals, enabling them to navigate life with integrity and contribute positively to society.



For Navoi, the purpose of education was not only to equip individuals with knowledge and skills but also to nurture their moral character. He believed that education should foster a sense of personal growth and self-discovery, enabling individuals to understand themselves and the world around them more deeply. By encouraging intellectual curiosity and a quest for wisdom, Navoi envisioned education as a pathway towards enlightenment and self-realization.

In Navoi's view, education held the power to transform individuals and society as a whole. He believed that an educated populace, grounded in moral values and guided by wisdom, would contribute to the betterment of their communities. Navoi emphasized the importance of using education as a means to promote social responsibility, encouraging individuals to actively engage in addressing societal issues, promoting harmony, and working towards the overall progress and well-being of society.

Navoi's perspective on the purpose of education reflects a holistic approach that goes beyond intellectual development. He saw education as a tool to shape individuals' character, foster their intellectual growth, and inspire a sense of social responsibility, ultimately aiming to create a more enlightened and virtuous society.

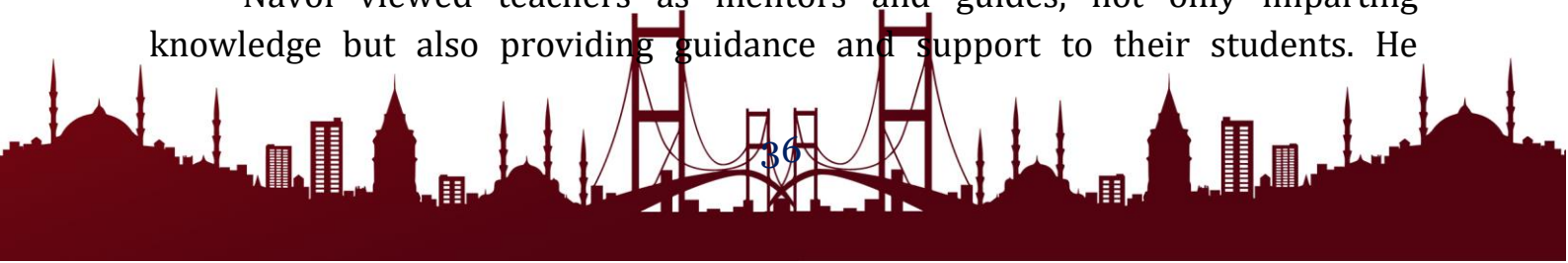
3. The Role of Teachers:

In Navoi's view, teachers played a pivotal role in the educational process, holding a significant responsibility in shaping the minds and characters of their students. He believed that teachers should possess not only expertise in their respective subjects but also moral integrity and empathetic qualities.

Navoi's ideal teacher was one who nurtured a love for learning in their students. They were not simply conveyors of information but facilitators of intellectual growth and curiosity. Navoi valued teachers who encouraged critical thinking, fostering an environment where students could question, analyze, and evaluate knowledge. These teachers sought to ignite a passion for learning within their students, inspiring them to become lifelong learners.

Additionally, Navoi emphasized the importance of teachers instilling a sense of respect for diverse perspectives. He believed that teachers should create an inclusive and open-minded learning environment where students could engage with different viewpoints and ideas. By fostering respect and understanding for diverse perspectives, teachers played a vital role in promoting tolerance, empathy, and cooperation among students.

Navoi viewed teachers as mentors and guides, not only imparting knowledge but also providing guidance and support to their students. He



believed that teachers should be compassionate and empathetic, understanding the challenges and complexities of their students' lives. By acting as mentors, teachers could help students navigate the various aspects of life, providing them with guidance, advice, and moral support.

Navoi saw teachers as key figures in the educational journey, shaping the minds and characters of their students. He emphasized the importance of teachers possessing not only subject expertise but also moral integrity, empathy, and a passion for nurturing the intellectual and moral growth of their students.

4. Curriculum and Methodology:

Navoi advocated for a well-rounded curriculum that encompassed various disciplines, including literature, history, philosophy, and the sciences. He believed that education should provide students with a broad range of knowledge and skills, going beyond a narrow focus on specific fields.

Navoi recognized the value of practical and theoretical knowledge and emphasized the integration of both in the curriculum. He saw the importance of experiential learning, where students have the opportunity to apply their knowledge in real-life contexts. By engaging in practical activities, Navoi believed that students could deepen their understanding and develop practical skills that would be beneficial in their personal and professional lives.

In addition to a diverse curriculum, Navoi emphasized the importance of creativity and imagination in education. He believed that fostering creativity was essential for critical thinking, problem-solving, and innovation. Navoi encouraged students to explore their artistic talents, such as poetry, music, and painting, as a means to develop their creative faculties and express their individuality. He saw artistic expression as a way to broaden one's perspective and engage with the world in a deeper and more meaningful way.

Navoi also valued intellectual discourse and encouraged students to engage in thoughtful discussions and debates. He believed that education should provide a space for students to express their ideas and opinions, as well as to listen and learn from others. Navoi saw dialogue as a powerful tool for expanding knowledge, challenging assumptions, and fostering intellectual growth.

Navoi's approach to curriculum and methodology emphasized a well-rounded education that encompassed various disciplines, practical and theoretical knowledge, creativity, and intellectual discourse. By providing students with a diverse range of experiences and opportunities, Navoi aimed to



foster a holistic development that would prepare them for a fulfilling and meaningful life.

5. Education for All:

Navoi championed the idea that education should be accessible to all individuals, regardless of their social status or gender. His vision of education transcended societal hierarchies, advocating for equal opportunities for both men and women. Navoi believed that education had the power to uplift individuals and society as a whole, promoting social harmony and progress.

6. The Connection between Education and Literature:

As a literary luminary, Navoi believed that literature played a pivotal role in education. He viewed poetry and literature as powerful tools for conveying knowledge, stimulating intellectual growth, and fostering emotional intelligence. Navoi's own works, such as his masterpiece "Khamsa," exemplify his belief in the transformative power of literature, which he considered a vital component of a well-rounded education.

7. Legacy and Contemporary Relevance:

Alisher Navoi's profound insights into education continue to resonate in the modern era. His emphasis on the moral and social dimensions of education, the role of teachers as mentors, and the integration of arts and humanities in the curriculum reflect contemporary educational philosophies. Navoi's belief in the transformative power of education to shape individuals and society serves as an enduring inspiration for educators and scholars alike.

8. Conclusion:

Alisher Navoi's views on education reveal a visionary perspective that transcends time. His holistic approach to education, emphasizing moral character, intellectual growth, and societal contributions, provides valuable insights for modern educational systems. Navoi's belief in the transformative power of education and the pivotal role of teachers underscores the importance of nurturing well-rounded individuals capable of positively impacting the world around them.

References:

1. Alisher Navoiy. "Mahbub ul-qulub" www.ziyouz.com kutubxonasi.
2. Abduqodirov A. Navoi and the doctrine of unity. - Khojand, 1995. Brief explanatory dictionary of Sufi terms. - Khojand, Rahim Jalil State Publishing House, 1997;
3. Valixo'jaev B. From the history of Uzbek epic poetry. - Tashkent, Fan, 1974

