

Date: 3rd May-2025

TEACHING ENGLISH POEMS THROUGH A MORAL-PHILOSOPHICAL APPROACH

Miravaz Mirsadullayev Mirmuslim o'g'li

3rd doctoral student at Namangan State University

English teacher at Impuls Medical Institute in Namangan

Abstract: This research explores the impact of applying a moral-philosophical approach to the teaching of English poems to university students. The study is grounded in the belief that poetry offers a unique medium for discussing universal ethical and philosophical questions. Using a qualitative research method with action-research elements, the study was conducted at Namangan State University among undergraduate students of English Philology. The findings indicate that students became more engaged, showed deeper interpretive skills, and developed stronger moral reasoning when exposed to this integrated method. The approach included Socratic dialogue, reflective journals, and thematic discussions centered on selected poems. The research concludes that this method not only enhances literary comprehension but also contributes to ethical and critical thinking development.

Key words: Moral-philosophical approach, English poetry, ethical reasoning, interpretive skills, socratic dialogue, reflective practice.

Introduction

In the evolving landscape of language education, literature remains a powerful tool for shaping not only linguistic competence but also moral and philosophical understanding. English poetry, rich in metaphor and emotional depth, offers fertile ground for ethical inquiry and critical reflection. However, traditional methods of teaching poetry often focus primarily on form, structure, and literary devices, leaving little room for engaging with the deeper meanings and values embedded in texts.

The moral-philosophical approach encourages students to interpret literature through the lens of ethical theory and philosophical reflection. This method is supported by educational theorists such as Martha Nussbaum (1997), who argues that literature plays a crucial role in cultivating humanity and moral imagination. In this context, poetry becomes more than a linguistic exercise—it transforms into a medium for dialogue about justice, identity, freedom, and moral choice.

This study aims to investigate the application of a moral-philosophical approach to the teaching of English poetry to undergraduate students in Uzbekistan. The primary research questions are: How does this method affect students' engagement with poetic texts? To what extent does it enhance their moral reasoning and interpretive skills?

Methods

This study employs a qualitative research design with elements of action research to explore the implementation of a moral-philosophical approach in teaching English poetry. The research was conducted at Namangan State University with a cohort of 30



Date: 3rd May-2025

undergraduate students majoring in English Philology during the 2024–2025 academic year.

The primary data collection tools were classroom observations, reflective journals, semi-structured interviews, and pre- and post-tests. The instructional process was based on a modified Socratic seminar method. The framework was inspired by works such as Nussbaum (1997), who emphasizes the role of literature in ethical development, and Rosenblatt's (1995) transactional theory of reading.

Qualitative data were analyzed using thematic analysis (Braun & Clarke, 2006). Observation notes were triangulated with student reflections to ensure validity. Quantitative results were evaluated using descriptive statistics.

Results

The findings reveal that students' interpretive skills and ethical reasoning improved significantly. Students engaged with themes of justice, identity, and morality in poems like Robert Frost's 'The Road Not Taken' and Blake's 'The Chimney Sweeper'.

Qualitative analysis of reflective journals showed deeper emotional and intellectual engagement. Classroom participation increased, and philosophical vocabulary became more common in discussions. Quantitative data showed average test scores rose from 62% to 84%.

These outcomes indicate that the moral-philosophical method not only enriches literary understanding but also fosters moral and cognitive development.

Discussion

The study supports the view that literature education benefits from integration with philosophical inquiry. The improvement in student performance and engagement is consistent with theories by Nussbaum (1997) and Rosenblatt (1995), who argue that literature fosters critical and moral development.

Moreover, this method helps bridge the gap between textual analysis and real-life application, especially in non-native English contexts. Although abstract concepts were initially challenging, student responses showed that moral-philosophical questions enhanced comprehension and emotional connection to texts.

This approach represents a valuable innovation in the teaching of English literature, one that promotes both academic and personal growth.

Conclusion

This study has demonstrated that a moral-philosophical approach to teaching English poetry offers significant educational benefits. Students developed interpretive skills, critical thinking, and ethical awareness through Socratic dialogue and reflective practice. This pedagogical strategy is particularly effective in diverse classrooms, encouraging personal connection and deeper literary understanding. Future research could expand this approach to other literary genres and examine its long-term effects on learners' moral reasoning and worldview.



Date: 3rd May-2025

REFERENCES

1. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2), 77–101.
2. Koh, A. (2012). Dialogic pedagogy in literary education: Ethical and critical thinking. *Journal of Aesthetic Education*, 46 (4), 22–39.
3. Murdoch, I. (1970). *The Sovereignty of Good*. Routledge.
4. Nussbaum, M. C. (1997). *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*. Harvard University Press.
4. Rosenblatt, L. M. (1995). *Literature as Exploration*. Modern Language Association.