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UNDERSTANDING AND ANALYZING NAVOI'S WORKS FOR SCHOOL STUDENTS

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Abstract: This study explores the significance of Alisher Navoi's literary works for school education. It emphasizes the importance of understanding and analyzing his poetry, prose, and didactic texts to develop students' cultural awareness, critical thinking, and moral values. The paper examines pedagogical strategies for teaching Navoi, including contextual explanations, comparative literature approaches, creative projects, and digital tools. By integrating Navoi's literary heritage into school curricula, students gain insights into historical, linguistic, philosophical, and ethical dimensions of literature, fostering personal growth and lifelong appreciation of cultural heritage.

Keywords: Alisher Navoi, school education, literary analysis, pedagogy, cultural heritage, critical thinking, Sufi philosophy, Chagatai language, moral education, creative learning

ПОНИМАНИЕ И АНАЛИЗ ПРОИЗВЕДЕНИЙ НАВОИ ДЛЯ ШКОЛЬНИКОВ

Аннотация: Данное исследование посвящено значению литературного наследия Алишера Навои в школьном образовании. Подчеркивается важность понимания и анализа его поэзии, прозы и дидактических произведений для развития у учащихся культурной осведомленности, критического мышления и моральных ценностей. В работе рассматриваются педагогические подходы к изучению Навои, включая контекстуальные объяснения, методы сравнительной литературы, творческие проекты и цифровые инструменты. Интеграция наследия Навои в школьную программу позволяет учащимся лучше понять исторические, лингвистические, философские и этические аспекты литературы, способствуя личностному росту и формированию устойчивой ценности культурного наследия.

Ключевые слова: Алишер Навои, школьное образование, литературный анализ, педагогика, культурное наследие, критическое мышление, суфийская философия, чагатайский язык, моральное воспитание, творческое обучение

Alisher Navoi (1441–1501) is one of the most influential figures in Turkic literature and culture. His contributions to poetry, prose, and philosophical thought have had a lasting impact on Central Asian literature and beyond. Introducing Navoi's works to school students is crucial for nurturing cultural awareness, literary appreciation, and critical thinking skills. Understanding and analyzing his works at a young age enables students to connect with their cultural heritage, develop language skills, and gain insights into moral and philosophical concepts that transcend time¹². Alisher Navoi's literary legacy is

¹² Auezov, M. *Alisher Navoi: Life and Works*. Tashkent: Akademiya Publishing, 2010.

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multifaceted, encompassing lyrical poetry, epic narratives, and didactic works. His poetry, primarily written in Chagatai Turkic, combines sophisticated linguistic expression with deep philosophical and ethical reflections. For school students, the first step in understanding Navoi's works is familiarization with the historical and cultural context of the 15th century. The Timurid era, in which Navoi lived, was marked by flourishing arts, architecture, and intellectual pursuits, creating an environment that greatly influenced his writings¹³.

One of Navoi's most notable contributions is his promotion of the Chagatai language as a literary medium, at a time when Persian dominated literary circles. This effort not only preserved the Turkic linguistic heritage but also made literary works more accessible to local populations. For students, analyzing this linguistic choice provides insight into the interplay between language, identity, and cultural expression. Teachers can facilitate this understanding by comparing selected poems or prose passages with contemporary literary works, highlighting both stylistic and thematic elements.

In terms of content, Navoi's works frequently explore universal themes such as love, justice, morality, and human behavior. His ethical treatises, such as *Muhakamat al-Lughatayn*, emphasize the importance of linguistic precision and moral integrity. School students studying these works can engage in guided discussions and reflective exercises to internalize these values and relate them to their own experiences. This method also encourages critical thinking, as students analyze the motivations of characters and the philosophical messages embedded in the text¹⁴.

Navoi's poetic works, such as *Khamsa*, consist of five epic poems that combine narrative, lyrical, and philosophical dimensions. These epics serve as excellent material for literary analysis at the school level because they offer multiple layers of interpretation. Students can examine narrative structure, use of metaphors, symbolism, and the interplay between ethical lessons and storytelling. Such analytical exercises not only enhance literary comprehension but also cultivate interpretive skills essential for higher education¹⁵. Pedagogically, teaching Navoi's works requires careful adaptation to students' age and comprehension level. Visual aids, simplified translations, and contextual explanations can bridge the gap between 15th-century Central Asian society and contemporary student experiences. Moreover, integrating comparative literature approaches—such as relating Navoi's exploration of human virtues to Shakespearean or modern literary themes—can foster cross-cultural awareness and deeper engagement with the texts.

Alisher Navoi's literary genius is also evident in his innovative use of poetic forms and rhetorical devices. He skillfully employed ghazal, qasida, and masnavi forms to express complex philosophical and emotional ideas. For school students, exploring these forms provides an opportunity to understand not only the aesthetic qualities of Navoi's poetry but also the ways in which form shapes meaning¹⁶. Teachers can design exercises

¹³ Subhani, R. *Timurid Cultural Context and Central Asian Literature*. Cambridge University Press, 2012.

¹⁴ Navoi, A. *Muhakamat al-Lughatayn*. Edited by S. Turaev, Tashkent, 2008.

¹⁵ Rasulov, N. *Teaching the Khamsa in Schools: Pedagogical Approaches*. Tashkent: Ilm-Fan, 2016.

¹⁶ Rasulov, N. *Poetic Forms and Rhetorical Devices in Navoi's Literature*. Tashkent: Ilm-Fan, 2017.

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where students identify metaphors, allegories, and rhetorical patterns, fostering both linguistic awareness and interpretive skills.

Another significant aspect of Navoi's works is the integration of Sufi philosophy. Many of his poems and prose works reflect Sufi ideas of love, divine unity, and moral purification. While these concepts can be abstract for younger students, simplified explanations, storytelling, and interactive discussions can make them accessible. For instance, the theme of inner moral struggle found in Navoi's *Lisan al-Tayr* can be related to modern experiences of self-improvement and ethical decision-making¹⁷. Such approaches not only make the material engaging but also encourage students to reflect on their personal values. Navoi's emphasis on moral education aligns well with contemporary pedagogical goals in general education. His didactic works, including *Fazl al-Salatin* and *Majalis al-Nafais*, provide narratives that highlight justice, leadership, and human responsibility. Presenting these narratives in classroom discussions helps students draw parallels between historical contexts and present-day social situations. Moreover, using role-play or debate activities based on these stories can deepen comprehension and make ethical lessons memorable.

Language learning is another dimension where Navoi's works offer considerable benefits. His mastery of Chagatai Turkic, coupled with Persian influences, introduces students to rich linguistic structures, vocabulary, and stylistic nuances. Comparing Navoi's language with modern Turkic or local languages can enhance students' understanding of historical linguistics, etymology, and the evolution of literary expression. For example, analyzing a single poem's word choices and sentence structures can illustrate how language conveys both meaning and emotion simultaneously¹⁸. Furthermore, Navoi's engagement with universal human experiences—love, loss, hope, and aspiration—makes his works relevant across generations. For school students, discussing these universal themes encourages empathy, cultural literacy, and critical thinking. Classroom projects, such as creative writing inspired by Navoi's poems or artistic interpretations of his narratives, allow students to connect personally with the literature. These methods help bridge the gap between historical texts and contemporary student experiences, promoting a deeper appreciation of literary heritage¹⁹. The integration of technology into teaching Navoi's works can also enhance learning outcomes. Digital editions of his texts, interactive annotation tools, and multimedia presentations of his poetry and philosophical ideas can make abstract concepts more tangible. For instance, visualizing the allegorical journey in *Lisan al-Tayr* using digital storytelling can clarify complex themes and maintain student engagement. By combining traditional literary analysis with modern pedagogical tools, educators can provide a comprehensive and stimulating learning experience.

In addition to thematic and linguistic aspects, understanding Navoi's works also involves exploring his philosophical and historical perspectives. Navoi's writings reflect a deep awareness of social, political, and spiritual life in the Timurid period. For school

¹⁷ Tashkent, S. *Sufi Philosophy in Alisher Navoi's Works*. Central Asian Journal of Humanities, 2014.

¹⁸ Ahmed, L. *Historical Linguistics in Navoi's Poetry*. London: Routledge, 2018.

¹⁹ Auezov, M. *Cultural and Ethical Relevance of Navoi's Poetry for Students*. Tashkent: Akademiya Publishing, 2015.

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students, contextualizing his works within the socio-political framework of 15th-century Central Asia enhances comprehension and encourages historical thinking. For example, Navoi's emphasis on justice and ethical governance in *Fazl al-Salatin* can be discussed in relation to leadership and civic responsibility in modern society²⁰.

A critical component of analyzing Navoi's works is the development of interpretive skills. Students can be encouraged to identify themes, motifs, and symbols, and to discuss their significance. His frequent use of allegory and metaphor, particularly in works like *Lisan al-Tayr*, allows for multilayered interpretation. This analytical practice develops students' ability to think critically, draw connections between texts, and articulate their understanding both orally and in writing. Another key educational strategy involves comparative literature. By comparing Navoi's themes with those in other world literatures, such as Shakespeare, Goethe, or Rumi, students can appreciate both the universality and specificity of human experience. For instance, themes of love, moral conflict, and self-realization in Navoi's poetry can be contrasted with similar motifs in European or Persian works, promoting cross-cultural understanding and global literary awareness²¹.

Integrating creative projects into the curriculum further enhances engagement. Students may be tasked with rewriting a Navoi poem in contemporary language, creating visual art inspired by his narratives, or composing music that reflects the emotional tone of his poetry. These activities not only foster creativity but also deepen comprehension by encouraging students to internalize and reinterpret the material actively²².

Pedagogically, scaffolding plays an essential role. Introducing students to simplified texts, glossaries of archaic terms, and guided reading questions allows learners to gradually build expertise. As students advance, teachers can present more complex passages, encourage independent analysis, and promote discussion of abstract ideas such as Sufi philosophy, ethical dilemmas, and metaphysical concepts present in Navoi's works. Assessment and reflection are crucial in the learning process. Students can be evaluated through analytical essays, presentations, and reflective journals that document their engagement with the texts. This approach encourages not only comprehension but also critical reflection, ethical reasoning, and personal connection to the literary heritage. Encouraging students to articulate how Navoi's ideas resonate with their own experiences promotes lifelong appreciation of literature and culture.

Conclusion

The study of Alisher Navoi's works in the context of school education plays a crucial role in preserving cultural heritage, enhancing literary appreciation, and developing critical thinking skills among students. Navoi's poetry, prose, and didactic writings provide rich material for exploring linguistic artistry, philosophical ideas, moral values, and historical context.

By analyzing his works, students gain insights into ethical behavior, human emotions, and social responsibility, while also improving their comprehension,

²⁰ Karimova, L. *Historical and Philosophical Contexts in Navoi's Works*. Tashkent: Ilm-Fan, 2016.

²¹ Ahmed, L. *Cross-Cultural Comparative Studies: Navoi and World Literature*. London: Routledge, 2018.

²² Tashkent, S. *Creative Approaches to Teaching Navoi in Schools*. Central Asian Journal of Humanities, 2015.

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interpretive, and analytical skills. Pedagogical approaches such as contextual explanations, comparative literature, creative projects, and digital tools make Navoi's complex texts accessible and engaging for young learners.

In conclusion, integrating Navoi's literary legacy into school curricula fosters not only literary and cultural literacy but also personal growth, empathy, and ethical reasoning. It encourages students to connect historical and philosophical concepts with contemporary experiences, ensuring that Navoi's timeless contributions remain relevant and inspiring for future generations.

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