



THE ARTISTIC INTERPRETATION OF EDUCATION, LEARNING AND MORAL ISSUES

Asqarova Dilbarxon Asqarjon qizi

Doctoral student of Tashkent State Transport University

Annotation:

This article presents a scholarly analysis of the artistic interpretation of education, learning and moral issues in Uzbek literature. Based on historical and contemporary literary sources, the didactic, aesthetic and philosophical representation of these topics is revealed. Relying on the works of M.Khajiyeva, A.Avloni, S. Dolimov and U.Dolimov, the formation of moral ideas through artistic imagery, their integration with scientific thinking, and the role of spiritual education in societal development are explained.

Keywords: education, learning, morality, moral choice, artistic image, spirituality, didactic character, didactic literature

Introduction:

Literature has held a significant place in human history as a mirror of a society's spiritual life. It reflects ideological principles formed in social consciousness through imagery, and presents educational, instructional and moral issues in aesthetic form. The literature of every era interprets these themes in accordance with its historical, cultural and social context. Through the artistic expression of views on education, learning and morality, writers do not only convey information, but also guide individuals toward self-perfection. This article analyzes the depiction of these themes, their main ideas and aesthetic forms in Uzbek literature based on a scientific approach.

Literature, as the artistic expression of human thought, has continuously highlighted key aspects of the social consciousness of every era. Educating individuals, imparting knowledge and forming moral virtues are among the main goals of literary processes, expressed through artistic images, conflicts and dramatic situations. Education, learning and moral issues are viewed not only as pedagogical concerns,



but also as aesthetic and philosophical matters. Therefore, these topics have always remained relevant in artistic literature. In literature, the idea of education is presented as a source of human perfection. This perfection is formed on the basis of enlightenment, knowledge and moral maturity. In literary works, issues of education are often portrayed through social environments, family relationships, teacher-student dynamics, folk wisdom and historical experience. Writers identify the factors that influence personal development and present them through various images. Such works promote high moral ideas, including honesty, conscience, patience, and forgiveness.

In literary works, the concept of learning is interpreted not only as a call for acquiring knowledge but also as a path toward reflection. Through numerous literary images, thirst for knowledge, respect for intelligence, and attentiveness to the words of mentors are portrayed as high values. These works emphasize the cultural and social value of gaining knowledge through schools, madrasahs, teachers, books and oral folklore. Educational ideas are embedded in the internal structure of the plot and conflict of the work, through which the main idea is conveyed. Moral issues are among the most complex and deeply explored themes in literature. Morality is a system of values that governs personal and social relationships within society. In literary works, these values are expressed through conflict, monologue, dialogue and dramatic action. Through moral issues, writers depict human nature, internal contradictions, moral choices, responsibility and value conflicts. In this way, they shape readers' understanding of moral norms and virtues.

In educational literature, issues of education, learning and morality often take on a didactic character. In works created in this genre, the author's position is clearly defined and presents life realities from an educational perspective. Such literary texts often address the reader directly, calling the younger generation toward moral integrity, social responsibility and conscious living. In M.Khajiyeva's study entitled "Spiritual-Educational Views of Khoja Ahmad Yassawi", the ideas of the great thinker-poet concerning human education, moral purification and spiritual perfection are thoroughly analyzed on a scholarly basis. The author identifies the main directions of Yassawi's teachings and interprets them as a system of spiritual values serving the education of the people. The study highlights the central role of



moral advice in the “Hikmatlar”, including self-control, honesty, patience, piety and humility. This approach forms a solid theoretical foundation for the depiction of educational and moral ideas in literature. Yassawi’s spiritual and aesthetic ideas are reflected in literary texts through images, symbols and poetic forms. In particular, Khajiyeva’s work extensively explores the educational role of Yassawi’s hikmats in enhancing human spirituality. This research ensures the integration of ancient sources and modern scientific approaches in the literary-artistic exploration of moral and educational topics.

A.Avloni’s “Turkiy Guliston yoki axloq” is a key work in the development of Uzbek enlightenment literature, where educational, instructional and moral maturity issues are deeply explored. In this work, the author emphasizes instilling moral values in the hearts of the youth, forming spiritual purity and awakening social consciousness. The text presents virtues such as honesty, diligence, integrity, truthfulness, justice and decency in a didactic style.

The “Qabusnoma” by Kaykovus Unsurulmaoniy, prepared for publication by S.Dolimov and U.Dolimov, is recognized as one of the ancient sources of Eastern spirituality and moral philosophy. The book thoroughly explores moral duties between parent and child, ruler and people, as well as virtues like friendship, knowledge, etiquette, humility and loyalty from artistic and philosophical perspectives. This work serves not only as a historical monument but also remains a relevant collection of moral teachings in modern moral education. Its artistic and didactic features enhance its value in literature’s engagement with educational themes. The book explains concepts like morality, reason, patience and loyalty through real-life situations, everyday interactions and societal relations. Its literary style also makes it a valuable object of literary study. “Qabusnoma” has greatly influenced the formation of artistic traditions in expressing educational, learning and moral ideas in Uzbek literature.

This work serves as an ideological and theoretical foundation in the study of moral and educational themes in artistic literature. Avloni views morality as a criterion for societal development and emphasizes the need to cultivate it from a young age. His work integrates artistic expression with theoretical perspective, presenting education and learning as a unified spiritual process. The content of “Turkiy Guliston Yoki



Axloq”, rooted in literary and moral spirit, has significantly impacted traditions of depicting educational ideas through literary images.

In realist literature, education and morality are portrayed through complex life situations. The inner world of characters, their emotional experiences and moral choices are more deeply revealed. The writer critically analyzes real life and tests moral standards through lived experience. For example, dramatic episodes referred to as “the adventure of truthfulness” uncover the strength or weakness of human values. Through this, the reader is encouraged to analyze moral standards and apply them in life.

Educational, learning and moral topics are studied not only on an individual level but also at the societal level. In this regard, literature builds a general model based on social relations, cultural values and historical experience. Through this model, the spiritual state of the people, their cultural attitudes and moral ideals are revealed. The literary text vividly expresses these ideals through images and artistic reality. These topics have not lost their relevance in contemporary literature either. Today’s works explore themes such as ethical choices in the context of global social problems, technological development, and information flows, along with attitudes toward education, personal growth and service to society in artistic form. The question “Who is a human?” has become central in literary texts, with answers grounded in educational, learning and moral values. The aesthetic tools of literature help the reader gain deeper insight into these subjects. Through artistic devices, metaphor, symbol, inner monologue and creative thinking, the ideas of education and morality are conveyed effectively to the reader’s consciousness. This influence does not emerge through direct preaching, but through an aesthetic process. In this way, literature becomes not merely a source of information but a means of intellectual and spiritual transformation.

Conclusion:

The artistic interpretation of education, learning and moral issues in literature is viewed as an aesthetic tool that serves the understanding of human psychology, the essence of moral choices and the development of critical thinking. The Yassawi teachings explored by M.Khajiyeva, A.Avloni’s enlightening ideas, and the



International Conference on Multidisciplinary Sciences and Educational Practices

Hosted online from Rome, Italy

Website: econfseries.com

27th June, 2025

philosophical concepts in the “Qabusnoma” collectively form a foundation for examining these themes in historical and contemporary contexts. Artistic literature, as a powerful tool for promoting personal and social morality, respect for knowledge and spiritual purity, plays a vital role in human development and social progress. These aspects demonstrate not only the didactic function of literature, but also its philosophical and aesthetic power.

References:

1. M.Xajiyeva. Xoja Ahmad Yassaviyning ma’naviy-tarbiyaviy qarashlari. Avtoreferat. T.: 2004 y.
2. A.Avloniy. Turkiy guliston yoxud axloq. T.: O’qituvchi. 1992 y.
3. S.Dolimov, U.Dolimov. Kaykovus unsurulmaoniy qobusnoma T.: “Istiqlol” 1994 y.