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THE SPIRITUAL AND ETHICAL FOUNDATIONS OF YOUTH EDUCATION AND THE IDEAL OF THE PERFECT HUMAN BEING IN ALISHER NAVOI'S PHILOSOPHICAL LEGACY

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Abstract. This article examines the issues of youth education, the ideal of the perfect human being, knowledge and enlightenment, justice, humanism, and moral development within the philosophical and spiritual legacy of the great thinker Alisher Navoi. It explores how Navoi's works present spiritual maturity, social responsibility, an ethical attitude towards honest labor, and the pursuit of knowledge as essential conditions for personal development. Furthermore, the article substantiates the potential for applying the thinker's educational and philosophical ideas to shaping the worldview of contemporary young people, strengthening respect for national values, and enhancing the effectiveness of spiritual and moral education.

Keywords: Alisher Navoi, philosophical legacy, youth education, the ideal of the perfect human being, spiritual maturity, ethics, knowledge and enlightenment, justice, humanism, national values, spiritual and moral education.

Introduction. The development of the individual, the formation of the younger generation's spiritual worldview, and the establishment of moral values in society have occupied an important place in the history of philosophy. Throughout different historical periods, thinkers have advanced their views on how human beings should live, acquire knowledge, understand their duties to society, and attain spiritual maturity. Within the development of Eastern philosophical thought, the spiritual legacy of Alisher Navoi holds

particular significance for its profound exploration of these issues. In Navoi's literary and intellectual works, the ideas of human dignity, justice, generosity, contentment, the pursuit of knowledge, diligence, and benevolence are presented in an interconnected manner [1]. The thinker associates genuine human perfection not merely with social status, wealth, or fame, but primarily with moral virtues, intellectual potential, and practical activity [2]. In this respect, Navoi's philosophical and ethical views serve as an important theoretical foundation for educating young people to become independent thinkers who strive for knowledge and demonstrate responsibility for their actions.

In the contemporary world, the rapid expansion of information flows, changes in social relations, and the emergence of new educational and professional opportunities for young people call for greater attention to moral education. Under these circumstances, studying the national philosophical heritage in relation to contemporary life and revealing its humanistic and ethical significance constitute important scholarly and practical objectives.

Research Methodology. The methodological framework of this article is based on historical-philosophical, systematic, comparative, and hermeneutic approaches. The study examines the spiritual and moral ideas reflected in Alisher Navoi's works Hayrat ul-Abror (The Wonder of the Righteous), Mahbub ul-Qulub (The Beloved of Hearts), Lison ut-Tayr (The Language of the Birds), and Farhad and Shirin. Furthermore, methods of scholarly generalization and logical analysis are employed to identify the connections between the thinker's ideas and contemporary approaches to youth education.

The Ideal of the Perfect Human Being in Alisher Navoi's Philosophical Legacy. Alisher Navoi's views on human perfection are closely associated with Eastern philosophy, ethical thought, and the traditions of Sufism. His works extensively address the meaning of human existence, spiritual purity, the restraint of selfish desires, the acquisition of knowledge, the performance of virtuous deeds, and the contribution of individuals to the well-being of society [3]. In Navoi's philosophical outlook, the concept of the perfect human being encompasses not only personal spiritual maturity but also an individual's relationships with

others, social responsibility, and practical conduct. One of the central ideological principles of the thinker's legacy is the conviction that human worth should be determined not by wealth or social position, but by moral virtues, intellectual capacity, and good deeds.

In the epic poem Hayrat ul-Abror, the relationships between good and evil, justice and oppression, generosity and miserliness, and knowledge and ignorance are examined from a literary and philosophical perspective. The ethical reflections presented in the work encourage individuals to evaluate their own conduct, recognize the influence of selfish desires and personal interests, and strive towards goodness [4].

When Navoi's views on the ideal of the perfect human being are interpreted from a contemporary perspective, it becomes evident that spiritual maturity is closely associated with knowledge, independent thinking, respect for the rights of others, and a sense of responsibility towards society. Thus, the ideal of the perfect human being involves not only encouraging young people to adhere to particular moral principles but also fostering their capacity for conscious decision-making, self-regulation, and the pursuit of virtuous goals.

The Interrelationship Between Knowledge, Enlightenment, and Moral Education. In Alisher Navoi's intellectual legacy, knowledge is interpreted as an essential prerequisite for human perfection. However, in the thinker's view, the value of knowledge is also determined by its practical and ethical outcomes in human life [5]. The acquisition of knowledge should help individuals distance themselves from ignorance, develop their intellectual abilities, and engage in socially beneficial activities. In his work Mahbub ul-qulub (The Beloved of Hearts), Navoi addresses issues of moral education through reflections on different categories of people, their behavior, virtues, and shortcomings. His attention to scholars, teachers, and the role of enlightenment in society is particularly important for understanding the relationship between knowledge and morality. An important conclusion that can be drawn from Navoi's views is that the educational process should not be limited to the transmission of information and the assessment of knowledge. Education should also cultivate individuals' intellectual culture, moral responsibility, and attitudes toward others [6]. Therefore, in contemporary

education, it is essential to connect the study of academic disciplines with discussions of ethical issues, independent thinking, and practical activities. For example, alongside explaining the role of science and knowledge in societal development, young people should be taught the principles of academic integrity, respect for the work of others, critical evaluation of information, and the use of knowledge for the benefit of humanity. These aspects are conceptually consistent with Navoi's approach, which emphasizes the inseparability of knowledge and morality.

Justice and Humanism as Essential Principles of Young People's Moral Education. Justice and humanism occupy a central position in Alisher Navoi's social and philosophical thought. The thinker regards integrity, fairness, compassion, and respect for the dignity of others as essential ethical principles governing human relationships [7]. In Navoi's social philosophy, justice is manifested not merely as a personal virtue but also as a principle that ensures social stability and fosters trust among people. Individuals should not disregard the rights and legitimate interests of others in pursuit of their own goals; rather, they should act with integrity and responsibility when exercising their rights and using their abilities. These ideas are highly significant for the moral education of young people. Educational institutions should foster skills and attitudes based on fair treatment, mutual respect, the prevention of discrimination, cooperation within groups, and the peaceful resolution of conflicts [8]. Such virtues are strengthened not only through moral instruction but also through everyday interactions, collaborative activities, and the personal example set by teachers. Navoi's humanistic ideas encourage young people to understand the needs of others, demonstrate concern for their difficulties, and approach social problems with a sense of responsibility. In this respect, humanistic education serves as an important foundation for developing compassion, tolerance, empathy, and social cooperation among young people.

In Alisher Navoi's works, human worth is presented in relation to practical activity, virtuous deeds, and the benefits an individual brings to society [9]. The ideals of diligence, acquiring professional skills, developing one's abilities, and contributing to the well-being of

others are particularly important in preparing young people for life. In the epic poem Farhod va Shirin (Farhad and Shirin), the character of Farhad is portrayed as a person who strives to work, acquire practical skills and knowledge, and pursue his goals with perseverance. Through the protagonist's activities, the work artistically demonstrates the importance of human willpower, hard work, and the development of personal abilities in achieving life goals. To relate these ideas to the moral education of contemporary young people, it is essential to support their vocational interests, cultivate a strong work ethic, and explain the social significance of every honest profession [10]. When choosing a career, young people should consider their interests and abilities while also striving to develop their knowledge and professional skills continuously within their chosen field. Social responsibility is manifested in an individual's awareness of the consequences of their actions, respect for the interests of the community, and conscientious fulfillment of assigned duties. The ideals of virtue and socially beneficial action reflected in Navoi's legacy can therefore be interpreted in connection with the development of young people's professional and civic responsibility.

The Significance of Navoi's Philosophical Legacy for Contemporary Youth Education. To incorporate Alisher Navoi's spiritual legacy into contemporary educational and upbringing practices, it is necessary to go beyond studying it merely as a historical monument or an element of literary heritage [11]. It is important to reveal the philosophical substance of the ideas expressed in his works and relate them to contemporary social relations and issues affecting young people's lives.

First, Navoi's legacy helps foster young people's awareness of their national identity and respect for their cultural heritage. Through his works, young people can develop a deeper understanding of national spirituality, historical thought, and humanistic traditions.

Second, his views on knowledge and enlightenment encourage a culture of reading, independent thinking, and intellectual inquiry. In this process, students learn not merely to memorize texts but also to analyze the ideas they contain, compare evidence, and substantiate their own conclusions.

Third, the ideals of justice, generosity, and humanism provide a philosophical foundation for discussing young people's moral choices. For example, issues such as conflicts within groups, relationships with peers, communication ethics on social media, and personal responsibility can be examined in light of Navoi's philosophical views.

Fourth, the ideals of diligence and acquiring professional skills encourage young people to pursue professional development, discover their abilities, and become qualified specialists in their chosen fields. In this process, alongside the significance of a profession for society, due consideration should also be given to individuals' interests, abilities, and freedom of choice.

Fifth, the use of modern pedagogical methods is advisable when studying Navoi's legacy. Discussions, analyses of problem-based situations, group projects, creative presentations, and reflective writing activities can be organized around his works. Such methods contribute to the development of young people's philosophical thinking, communication skills, analytical abilities, and ethical reasoning [12]. Thus, the educational potential of Navoi's legacy is more fully realized not when his ideas are accepted as ready-made conclusions, but when they are independently analyzed and applied to real-life situations.

Conclusion. Alisher Navoi's philosophical and spiritual legacy is of considerable importance for understanding human development, youth education, and the moral foundations of society. In works such as Hayrat ul-abror (The Wonder of the Righteous), Mahbub ul-qulub (The Beloved of Hearts), Lison ut-tayr (The Language of the Birds), and Farhod va Shirin (Farhad and Shirin), the thinker explores, through various literary and philosophical forms, such themes as spiritual maturity, the pursuit of knowledge, commitment to justice, diligence, and the desire to benefit others. These ideas make it possible to understand personal development not merely in terms of knowledge or individual success, but also in relation to moral virtues, social responsibility, and practical activity.

In contemporary education and upbringing, the study of Navoi's legacy can contribute to fostering respect for national values, independent thinking, a commitment to knowledge and

enlightenment, humanism, and a strong work ethic among young people. To achieve this, the philosophical analysis of the thinker's works should be integrated with discussions, the examination of problem-based situations, practical projects, and personal reflection.

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