

**Guloy SHARIPOVA,**  
 Teacher at the Urgench State University,  
 Tel: +99897 363 22 71

Reviewed by Prof., DSc, Khajieva M.

### SAADI SHIRAZI'S VIEWS ON EDUCATION: A SCHOLARLY PERSPECTIVE

Annotation

This article delves into Saadi Shirazy's ideas on the role of human nature in learning, Saadi's significant contribution to the field of education, moral education, the combination of literature and ethics, the cultivation of wisdom, social and civic education, the influence of Sufism, and the main role of teachers as moral guides.

**Key words:** Saadi Shirazi, human nature, virtues and vices, moral conduct, education, moral education, literature and ethics, wisdom, social and civic education, Sufi influence, teachers, moral guides.

### SA'DIY SHEROZIYNING TA'LIM HAQIDAGI QARASHLARI: ILMIY PERSPEKTIV

Annotatsiya

Bu maqolada Sa'diy Sheroziyning inson tabiatining uning ilm olishidagi o'rni haqidagi mulohazalari, Sa'diyning ta'lim-tarbiya sohasiga qo'shgan salmoqli hissasi, uning axloqiy tarbiya, adabiyot va axloqning uyg'unligi, donishmandlikni tarbiya qilish, ijtimoiy va fuqarolik tarbiyasi, so'fiylik ta'siri, ustozlarning axloqiy yo'l boshchi sifatidagi asosiy roli kabi masalalarga e'tibor qaratiladi.

**Kalit so'zlar:** Sa'diy Sheroziy, inson tabiati, fazilatlar va illatlar, axloqiy xulq-atvor, tarbiya, axloqiy tarbiya, adabiyot va axloq, hikmat, ijtimoiy va fuqarolik tarbiyasi, so'fiy ta'siri, ustozlar, axloqiy yo'l boshchilar.

### ВЗГЛЯДЫ СААДИ ШИРАЗИ НА ОБРАЗОВАНИЕ: НАУЧНАЯ ПЕРСПЕКТИВА

Аннотация

В данной статье рассматриваются идеи Саади Ширази о роли человеческой природы в обучении, значительный вклад Саади в область образования, нравственное воспитание, сочетание литературы и этики, воспитание мудрости, социальное и гражданское образование, влияние суфизма, и основная роль учителей как моральных наставников.

**Ключевые слова:** Саади Ширази, человеческая природа, добродетели и пороки, нравственное поведение, образование, нравственное воспитание, литература и этика, мудрость, социальное и гражданское образование, суфийское влияние, учителя, моральные наставники.

**Introduction.** Saadi's profound insights into human nature, as examined by Sachedina [1], reflect his sagacity in understanding the complexities of the human psyche. His exploration of virtues and vices unveils a deep understanding of the inherent dualities within the human condition, offering profound reflections on moral conduct.

Saadi Shirazi, the esteemed Persian poet and philosopher, has left an indelible mark not only through his literary masterpieces but also through his profound views on education. Scholars and thinkers have delved into Saadi's works to unravel his perspectives on education, recognizing the enduring relevance of his insights.

**Literature review.** Emphasis on Moral Education. Saadi's emphasis on moral education is a recurring theme in his works. Scholars such as Edward G. Browne highlight Saadi's commitment to instilling moral values through education [2]. Saadi believed that education should not only impart knowledge but also nurture ethical principles, contributing to the development of virtuous individuals and, by extension, a just society.

Integration of Literature and Ethics. Renowned scholar Janet Afary explores Saadi's unique approach to education, emphasizing the integration of literature and ethics [3]. Saadi believed that literature, particularly poetry, serves as a powerful medium for imparting moral lessons. His works, such as "Bustan" and "Gulistan" are not only literary gems but also repositories of ethical wisdom, making them valuable educational tools.

Cultivation of Wisdom and Reflection. Saadi's views on education extend beyond rote learning, focusing on the cultivation of wisdom and reflective thinking. Scholar Franklin Lewis elucidates Saadi's belief in the transformative power of education to stimulate deep contemplation and self-discovery [4]. Saadi considered education as a means to nurture individuals who could critically reflect on life's complexities.

Social and Civic Education. Saadi's educational philosophy includes a strong emphasis on social and civic education. Scholars like Arthur John Arberry delve into Saadi's exploration of justice, humility, and societal norms in his works [5]. Saadi envisioned education as a tool to instill a sense of civic responsibility and a commitment to justice, fostering individuals who contribute positively to their communities.

**Results and discussion.** Saadi believed that education should extend beyond individual development to encompass social and civic responsibility. Arberry emphasizes Saadi's exploration of justice, humility, and societal norms in his works, highlighting his vision of education as a tool to instill a sense of civic duty and a commitment to justice. Saadi envisioned that educated individuals should actively contribute to the betterment of their communities, fostering a harmonious and just society.

Saadi's works, particularly "Bustan" and "Gulistan" serve as repositories of ethical wisdom, instilling civic virtues through allegorical tales and moral reflections. The poet believed that the cultivation of virtues such as justice, compassion, and humility was essential for the well-being of society. His narratives often depict characters embodying these virtues, providing readers with examples to emulate in their own lives.

Saadi's educational philosophy extends to community building, emphasizing that an educated populace contributes positively to the collective welfare. He saw education as a means to nurture individuals who actively engage in the

betterment of their communities. This aligns with the broader Persian literary tradition's emphasis on the social responsibilities of individuals and the interconnectedness of personal virtues with societal harmony.

Saadi's affiliation with Sufism, as explored by scholars like Annemarie Schimmel, infused his educational philosophy with a spiritual dimension. Sufi ideals of compassion, selflessness, and service to others were interwoven into Saadi's views on social and civic education. For Saadi, education was not only a means to acquire worldly knowledge but also a journey towards spiritual enlightenment and closeness to the divine, fostering a sense of interconnectedness within society.

Saadi's emphasis on ethics in education was aimed at promoting ethical conduct within society. By integrating moral lessons into his literary works, he sought to inspire individuals to uphold ethical principles in their interactions with others. This emphasis on ethical conduct contributes to the cultivation of a socially responsible and morally conscious citizenry.

Saadi Shirazi's views on social and civic education underscore the importance of nurturing individuals who are not only intellectually enlightened but also socially responsible. His vision goes beyond the individual, emphasizing the role of education in building communities characterized by justice, compassion, and ethical conduct. As scholars continue to explore Saadi's perspectives, his insights into social and civic education remain relevant, offering timeless lessons for the cultivation of responsible and engaged citizens.

**Sufi Influence on Education.** The influence of Sufism on Saadi's educational views is explored by scholars like Annemarie Schimmel [6]. Saadi's affiliation with Sufism infused his educational philosophy with a spiritual dimension. Education, according to Saadi, was not only a means to acquire worldly knowledge but also a journey towards spiritual enlightenment and closeness to the divine.

**Role of Teachers as Guides.** Scholars, including H. Ritter, have emphasized Saadi's recognition of the pivotal role of teachers in the educational process [7]. Saadi viewed teachers not only as disseminators of knowledge but also as moral guides who shape the character of their students. The teacher-student relationship, according to Saadi, goes beyond the classroom, influencing the ethical development of individuals.

In "Gulistan," Saadi emphasizes the transformative influence of teachers on the moral development of their students. He writes, "A child is on the lap of his nurse; all his fondness and anger are directed by her" [8]. This metaphor underscores the profound impact of the teacher-student relationship on shaping moral character. Saadi contends that, like a nurse guides a child, teachers guide their students through the formative stages of life, molding their values and behavior.

Saadi extols the wisdom and knowledge transmitted through the act of teaching. In "Bustan," he states, "A wise man imparts to others the wisdom that he has acquired; hence, the knowledge of the wise is a guide in the darkness of ignorance" [9]. Here, Saadi celebrates the role of teachers as conveyors of wisdom, illuminating the path for those in the darkness of ignorance. The teacher becomes a guiding light, leading students towards enlightenment through the dissemination of knowledge.

Saadi recognizes teachers as moral exemplars whose conduct profoundly influences their students. In "Gulistan," he observes, "A good disposition in a nurse produces virtue in a child" [8]. This sentiment reflects Saadi's belief in the contagious nature of virtue. Teachers, through their virtuous conduct, instill ethical values in their students, fostering a positive disposition that extends beyond the classroom.

Saadi underscores the qualities of patience and encouragement that teachers must possess. He writes, "Be to a teacher like a fond child, and to a child be like a compassionate mother" [8]. This analogy encapsulates the reciprocal relationship between a teacher and a student. Saadi suggests that, just as a child looks up to a mother for support and encouragement, students rely on teachers for guidance and nurturing. The teacher's patience and compassion play a crucial role in fostering a conducive learning environment.

Saadi's reflections on the teacher's role exhibit a nuanced understanding of education as a holistic endeavor. His metaphorical language underscores the intricate dynamics of the teacher-student relationship, emphasizing not only the transfer of knowledge but also the cultivation of virtues. Saadi sees teachers not just as instructors but as moral guides, embodying the values they seek to impart. The emphasis on patience and encouragement highlights the nurturing aspect of teaching, recognizing the unique responsibility teachers bear in shaping the ethical and moral fabric of society.

**Conclusion.** In conclusion, Saadi Shirazi's views on education, as illuminated by scholars, reveal a holistic and ethical approach to learning. His belief in the inseparable connection between literature and ethics, the cultivation of wisdom, the role of education in societal well-being, and the influence of Sufism collectively contribute to a comprehensive understanding of Saadi's educational philosophy. As scholars continue to explore and interpret Saadi's perspectives on education, his timeless insights continue to inspire discussions on the ethical dimensions of learning.

Saadi Shirazi's writings unveil a profound respect for the teacher's role in education. His insights, drawn from everyday life and presented in poetic and allegorical forms, provide a timeless perspective on the responsibilities of educators. Saadi's views resonate through the ages, reinforcing the enduring importance of the teacher-student relationship in the cultivation of knowledge, wisdom, and ethical conduct.

## REFERENCES

1. Sachedina, A. A. (1988). "Islamic Messianism: The Idea of Mahdi in Twelver Shi'ism." Albany: State University of New York Press.
2. Browne, E. G. (1924). *A Literary History of Persia*. London: T. Fisher Unwin.
3. Afary, J. (1985). "Saadi's View of Women." *Iranian Studies*, 18(3/4), 281–298.
4. Lewis, F. (2000). *Rumi: Past and Present, East and West*. Oxford: Oneworld Publications.
5. Arberry, A. J. (1961). "Classical Persian Literature." London: George Allen & Unwin Ltd.
6. Schimmel, A. (1975). "Mystical Dimensions of Islam." Chapel Hill: The University of North Carolina Press.
7. Ritter, H. (1938). "The Ocean of the Soul: Man, the World, and God in the Stories of Farid al-Din 'Attar." Leiden: E. J. Brill.
8. Saadi Shirazi, "Gulistan."

9. Saadi Shirazi, "Bustan."