

DIGITAL TECHNOLOGIES IN CLASSICAL LITERATURE

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Abstract. *Education has always been regarded as a crucial factor in the progress of individuals, societies, and nations. The teachings of classical scholars such as Imam Bukhari and Alisher Navoi highlight that knowledge is the foundation of human perfection and social development. This study examines the reflection of digital and technological concepts in classical literature, particularly in Alisher Navoi's works. By analyzing his educational philosophy and depictions of technological imagination in the 15th century, the research demonstrates that many ideas of modern digital learning—such as systematic education, visual learning, and interactive devices—were anticipated centuries ago. The article argues that integrating classical heritage into modern digital education can provide a culturally enriched and pedagogically effective learning environment.*

Keywords: *Alisher Navoi, classical literature, digital technologies, education, pedagogy, innovation, information technology, Uzbekistan, Renaissance.*

Education is the backbone of human and national development. As Imam Bukhari stated, “There is no salvation except through knowledge,” a truth that remains relevant in the digital era.

Our ancestors, who lived with such noble goals, made an unparalleled contribution to the development of science in the world, which is repeatedly recognized globally. The heirs of great personalities who built two renaissances in human history are now on the verge of stepping into the Third Renaissance. Organizing modern education effectively has become one of the most pressing issues of today. In this regard, it is proposed to make productive use of advanced

approaches such as modern information technologies, digital resources, audiovisual elements, and foreign experiences. Moreover, internet resources in foreign languages have become an inseparable part of modern education. Organizing lessons in accordance with contemporary requirements, delivering as much information as possible to students in a short time, and thereby teaching youth to conduct independent research, think critically, select and analyze information are of great importance.

To make today's education system even more effective, it is beneficial to consider not only modern information resources and the best global practices but also historical approaches of national and universal significance. The educational system of a nation that has produced hundreds of great scholars in the world is undoubtedly superior in several aspects. Today, it is important to study, analyze, and extract aspects of historical educational practices that are relevant to modern education.

It is evident that every scholar in our history had views on what modern and effective education should be. Although these views differed, they all served one goal – to shape education and upbringing necessary for human perfection. The prominent figure of the Timurid era, statesman, and encyclopedic scholar Alisher Navoi's views on modern education are significant not only for his time but for all periods.

Alisher Navoi expressed his thoughts on useful and effective education in several of his works. Notably, in *Mahbubul Qulub*, *Hayratul Abror*, *Farhod and Shirin*, *Saddi Iskandariy*, *Nazmul Javohir*, *Nasoyimul Muhabbat*, *Lisonut-Tayr*, one can find profound observations on organizing education, the purpose of acquiring knowledge, and the ethics of both teachers and students.

According to Navoi, the perfection of a human being through education begins even before birth. Parents who aim for their child's perfection in education must first prepare for this process before the child is born. For example, in the epic *Farhod*

and Shirin, Farhod's birth is eagerly awaited by his parents, and before his birth, noble goals and blessings are prayed for. The unborn child is expected to be truly significant for the family, nation, and humanity. The epic describes this as follows:

“Without a son, I die in this pain,
May God relieve this sorrow and suffering.
In this severe ordeal, I hold my bow,
May my eyes see nothing but clarity”.

These lines emphasize that praying and asking God for a child with qualities of perfection even before their birth is the first and most crucial step. Such attention should not only be before birth but also throughout each day of the child's life. From birth, children should be accustomed to proper discipline at home and mobilized for learning as soon as they can speak fluently.

There are various opinions in all periods, especially in modern pedagogy, about when a child's education should begin. However, it is generally agreed that children should start preschool education at the age of three. At this age, a child becomes capable of self-management and can acquire direct educational experiences from others. Farhod, as described by Navoi, at the age of three, impressed adults like a ten-year-old child, which is why his father introduced him to learning at this age:

“Natural, mathematical, divine knowledge,
Alphabet letters, and all other sciences.
In Greece, the wisdom was recited by his small pupil,
Aristotle himself taught him”.

Starting education at this age has always been considered beneficial in our history and has produced expected universal outcomes. Scientific evidence now shows that all knowledge acquired by humans is most effectively absorbed between the ages of three and seven. Farhod, at the age of three, achieved so much in his first year of learning that his reasoning amazed others:

“On the first day, he received the gift of learning,

By the third month, he had mastered reading,

In the following year, he memorized the Qur'an".

Engaging children in systematic education from age three allows them to reach maturity without difficulty in later stages. If a child is neglected at this stage, it greatly affects their future. Today, traditions of involving children in preschool education from the age of three are being implemented, laying a solid foundation for school and higher education. Concerns that early education may burden the child are largely unfounded. A child's potential is most effectively developed at this stage. Modern specialists emphasize that between ages three and seven, a child accumulates the most knowledge in their lifetime. According to Navoi, if this path is followed, no knowledge in the world will remain unknown:

"By the age of ten, all the knowledge of the world,

Mastery and research of science is complete".

At the age of ten, Farhod completes his academic studies and begins physical education and practical skills necessary for self-defense, family, and homeland protection. The combination of theoretical knowledge, practical skills, and physical training ensures well-rounded development. Later, vocational education is introduced. During this stage, Farhod masterfully acquires skills such as stonemasonry and painting.

From childhood, Farhod systematically pursued education and devoted his life to unraveling secrets and discovering truths. Overcoming obstacles and dangers, he demonstrated courage and perseverance. The narrative uses literary devices to convey both reality and allegory to the reader.

Applying modern information technologies in education is often perceived as using the latest scientific and technical achievements. However, our ancestors successfully employed such methods centuries ago. The belief that technical inventions emerged only in the 20th–21st centuries is a subjective view. Navoi's

educational and scientific approaches, including digital technology analogues, were ahead of their time.

For example, to eliminate unnatural obstacles, Farhod is given access to a secret treasure room, where he encounters a magical device, the “Mirror of the World,” capable of showing any point on Earth. This is comparable to modern internet-connected computers. Through systematic education, Farhod learned to use previously unseen technological tools efficiently, illustrating the importance of developing digital literacy from an early age.

Throughout his life, Farhod applied his early systematic education to overcome challenges, such as controlling a mechanized iron figure (analogous to a modern robot) using strategic planning. Navoi also describes mechanisms akin to escalators, underwater research cabins, and large ships operated by teams, similar to contemporary naval and technological innovations. These descriptions demonstrate that Navoi imagined global technological possibilities long before modern invention.

Moreover, Navoi emphasized not only the creation and use of technology but also the importance of proper and ethical use. Modern education aims to ensure that both educators and students can effectively utilize digital technologies.

In conclusion, today it is crucial not only to apply modern educational technologies effectively in the learning process but also to equip young people with the skills to use digital tools productively throughout their lives.

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