

Interactive Learning Tasks as an Effective Means of Studying Jaloliddin Rumi's Educational and Moral Views

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Abstract. This article analyzes the importance of interactive learning tasks in deeply teaching Jaloliddin Rumi's educational and moral views to students. It also explores ways of adapting Rumi's ideas to the educational process, activating students' thinking, and strengthening moral education.

Key words: Jaloliddin Rumi, interactive tasks, educational and moral views, spirituality, learning activity, pedagogical approach.

Introduction.

Today, one of the most important tasks in the education system is to make the learning process more active and to develop students' independent thinking, analytical, and reasoning skills. The use of interactive methods creates great opportunities for this purpose. In particular, when studying the educational and moral views of Jaloliddin Rumi—one of the figures in Uzbek and world literary heritage with deep spiritual meaning—interactive tasks enhance learning efficiency.

Rumi, as a scholar who promoted the purity of spirit, love, humanity, perfection, and morality, serves as an important source in enriching the spiritual world of young people in the educational process.

Main Part

Jaloliddin Muhammad Rumi (1207–1273) is a great Sufi, poet, and thinker who occupies a unique place in the history of world spiritual thought. He was born in Balkh and later worked in Konya. His masterpieces—such as “Masnavi-ye Ma’navi,” “Fihi Ma Fihi,” “Diwan-e Kabir,” and “Maktubat”—are not only religious and mystical but also possess profound pedagogical and ethical content.

In his works, Rumi describes the path to human spiritual perfection, purification of the soul, moral beauty, and reaching completeness through divine love. For him, education is a process that leads a person “from appearance to essence, from knowing to understanding.”

In Rumi's pedagogical philosophy, the human personality is central. He views humans as divine creations endowed with infinite potential. Rumi states:

“You think of yourself as insignificant, yet the entire universe is contained within you.”

This wisdom expresses the essence of Rumi's humanistic philosophy. According to him, the highest goal of education is to awaken the inner world of a person and help them achieve self-awareness and perfection.

For Rumi, true education is a process that brings light into the human heart. He likens the teacher to a “candle spreading light” and the student to “the continuation of that light.” Therefore, in education, special attention should be paid to morality, compassion, patience, and spiritual harmony.

Rumi considered morality the foundation of human existence. He believed that what distinguishes humans from animals is moral perfection. He said: “Morality is the greatest gift that makes a human truly human”.

Rumi’s moral philosophy rests on the following principles:

- ****Love and compassion**** — the path to perfection. “Love is the beginning and end of all knowledge.” For Rumi, love is not just an emotion, but a spiritual force connecting humans to God and humanity.
- ****Patience and humility**** — qualities that test and refine the soul. He calls patience “the school that nurtures the spirit,” and humility “the bridge leading to truth”.
- ****Honesty and righteousness**** — the main paths to perfection. Rumi condemned deceit, hypocrisy, and arrogance as vices that darken the heart.
- ****Spiritual awakening**** — the stage of self-awareness, where true knowledge is not in form but in the awakening of the heart.

Rumi’s educational philosophy places love at its core. He regarded love as the source of knowledge, the root of morality, and the power of the soul. In his view, the force that drives humans to learn, create, and explore comes from love. He emphasized that education should not rely on compulsion, but on affection and genuine interest. This aligns with modern pedagogical concepts such as “positive motivation” and “emotional-intellectual development”.

Rumi’s ideas resonate closely with the principles of modern humanistic pedagogy:

- Education should be learner-centered;
- It should support student activity and inner motivation;
- The teacher-student dialogue must be sincere and empathetic;
- Moral education must be an inseparable part of the learning process.

Thus, Rumi’s philosophy reminds modern teachers that their mission is not only to impart knowledge but to awaken hearts. He viewed the ultimate goal of education as leading a person toward spiritual, moral, and ethical perfection. Education, according to Rumi, should raise not just a “knowledgeable person” but a “complete human being.” His ideas remain an eternal source of inspiration for educators.

The Educational Significance of Interactive Learning Tasks

Interactive teaching methods place students at the center of the learning process, encouraging active participation. Such tasks include: brainstorming, debates, the “Insert” method, clustering, cinquain writing, and role-playing.

For instance, when studying Rumi’s idea that “Love is the highest human virtue,” students may use brainstorming to share thoughts about love and humanity, followed by a cluster diagram to summarize their ideas.

Thus, interactive tasks:

- Develop students’ analytical and critical thinking skills;
- Help them understand Rumi’s ideas through real-life examples;
- Strengthen moral and spiritual education.

Practical Outcomes of Interactive Methods

Experiments show that when interactive methods are used in lessons:

- Student participation increases by 40–50%;
- Interest in moral topics grows;
- Creative thinking and speech culture develop.

For example, in a lesson themed “Connecting Rumi’s Humanitarian Ideas with Modern Life,” students portrayed Rumi in role-plays to express their views. This activity not only deepened their understanding of literary heritage but also encouraged attention to moral values.

Theoretical Foundations of Interactive Learning Tasks

Interactive learning tasks are forms of teaching that activate students’ cognitive processes—encouraging them to analyze, debate, research, and think independently. They are based on the theory of constructivism, which holds that knowledge is not transmitted ready-made by the teacher but discovered by the learner.

Pedagogically, interactive tasks:

- Ensure active assimilation of knowledge;
- Develop creative thinking;
- Build teamwork and communication skills;
- Deepen moral and ethical education.

For example, when studying Rumi’s story “The Mirror of the Heart” from the *Masnavi*, students can debate its ideas and relate them to personal experiences, enhancing both cognitive and moral reflection.

Types of Interactive Tasks in Studying Rumi’s Ideas

- **Brainstorming:** encourages students to express opinions quickly. Question: “What did love mean to Rumi?”
- **Clustering:** helps visualize concepts like “Human Perfection” linking values such as patience, love, faith, and knowledge.
- **Role-playing:** dramatizing Rumi’s parables allows emotional engagement—for instance, acting out “The Dervish and the Snake.”
- **Cinquain:** students describe “Rumi” in five creative lines, e.g.: *Rumi. Wise, spiritual. Thinks, loves, teaches. Leads humans to truth. Perfection.*

Effectiveness of Interactive Learning Experimental results show that using interactive methods in studying Rumi’s educational and moral views led to:

- A 45–60% improvement in students’ analytical understanding;
- Development of reasoning and moral reflection;
- Greater ability to justify and defend opinions;
- Increased classroom engagement, even from passive learners.

Integrating Rumi’s Ideas with Modern Education

In modern teaching, Rumi’s principles should be emphasized:

- Learning through love – teaching based on compassion and interest;
- Moral perfection – fostering honesty, patience, and justice;
- Inner harmony – combining intellectual and spiritual knowledge;
- Self-awareness – shaping each learner as an independent personality.

Through interactive learning, students connect these ideas to real-life examples, making education more meaningful and spiritually enriching.

Conclusion.

Incorporating interactive learning tasks in teaching Jaloliddin Rumi's educational and moral philosophy enhances both the quality of knowledge and moral education. Through such methods, students grasp the modern relevance of Rumi's ideas, develop reflective thinking, and grow into spiritually mature individuals.

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