

The Influence Of Fictional Literature And Library Environment On The Moral Education Of Youth

Sharipova Dilbarxan Atajanovna

Docent of the department "Library Activities", Nukus branch of Uzbekistan State Art and Culture Institute, Uzbekistan

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Abstract: In the context of rapid social change and digital transformation, the moral education of youth has become a pressing educational and cultural concern. This article examines the role of fictional literature and the library environment in shaping the moral values of young people, with particular reference to the Karakalpak cultural and educational context. The study argues that fictional literature functions as a powerful moral instrument by presenting ethical ideals through narrative experience, emotional engagement, and symbolic representation. Special attention is given to the activities of Karakalpak libraries, including children's libraries and regional cultural institutions, which actively contribute to youth moral development through reading programs, literary discussions, and cultural events. The article concludes that the combined influence of fictional literature and the library environment creates a holistic model of moral education that integrates emotional, cognitive, and social dimensions, thereby strengthening the ethical foundation of future generations.

Keywords: Moral education, youth development, fictional literature, library environment, Karakalpak literature, cultural values, reading culture, ethical formation.

Introduction: In contemporary Uzbekistan, the moral and ethical education of youth has become a central priority of state policy, particularly in the context of strengthening national identity, social responsibility, and cultural continuity. In this regard, the promotion of reading culture, literature, and library engagement is explicitly embedded within recent Presidential resolutions and long-term national development strategies. These policy documents emphasize that moral upbringing cannot be separated from cultural and intellectual development; rather, it must be supported through systematic exposure to high-quality literature and access to modern library environments.

In particular, the Presidential Resolution "On measures to develop reading culture and increase public interest in reading", adopted on 15 January 2026, prioritizes the strengthening of reading habits among all segments of the population, with special attention given to youth. This resolution envisages the establishment of a Reading Culture Development Fund under the Youth Affairs Agency, aimed at supporting book publishing,

literary initiatives, reading programs, and library-based cultural activities. By institutionalizing support for literature and libraries, this policy recognizes reading as a key mechanism for fostering moral reflection, ethical awareness, and intellectual maturity among young people [3].

Furthermore, the Presidential project "Yoshlar uchun ming kitob" ("A Thousand Books for Youth"), launched on 28 November 2023, represents a significant step toward expanding young people's access to globally important literary and philosophical works through translation and wide dissemination. The initiative is grounded in the understanding that engagement with world and national literature broadens intellectual horizons while simultaneously shaping moral values such as empathy, responsibility, tolerance, and critical thinking. Consequently, literature is positioned not merely as an educational resource but as a formative tool for ethical and cultural development [2].

These initiatives are fully aligned with the broader Uzbekistan–2030 Strategy, which explicitly emphasizes

the popularization of Uzbek and world literature, the expansion of library infrastructure, and the creation of equal access to book resources for all citizens, including youth [1]. Within this strategic framework, libraries are envisioned as modern centers of enlightenment that support lifelong learning, moral education, and social cohesion. This policy direction is particularly relevant for regions such as Karakalpakstan, where libraries play a vital role in preserving cultural heritage and transmitting ethical values through national literature.

Thus, against the backdrop of recent state reforms and policy initiatives, the role of fictional literature and the library environment gains renewed significance. They should be regarded not only as cultural institutions but also as practical instruments for implementing national strategies on youth moral and ethical education. Accordingly, the present article explores the influence of fictional literature and the library environment on the moral development of youth, with particular reference to the Karakalpak cultural and educational context.

To begin with, fictional literature shapes moral consciousness by presenting ethical ideals through artistic imagery rather than direct instruction. This indirect influence is especially evident in Karakalpak literary traditions, where moral values are embedded in narratives reflecting community life, respect for elders, loyalty to one's homeland, and perseverance in the face of hardship. For example, the epic tradition of "Qirq Qiz" presents collective heroism, moral courage, and social responsibility as central ethical principles. Through the portrayal of strong female protagonists defending their land and honor, young readers internalize ideals of bravery, justice, and communal duty. Thus, literature becomes not only a source of aesthetic pleasure but also a moral guide rooted in national identity.

Similarly, the poetry of Berdaq plays a crucial role in moral education by emphasizing social justice, honesty, and moral accountability. His works often criticize ignorance and moral decay while promoting enlightenment and ethical behavior. As a result, young readers are encouraged to reflect on their own responsibilities within society. Moreover, because these moral messages are conveyed through emotionally powerful poetic language, their influence remains long-lasting and deeply internalized.

In addition, modern Karakalpak prose continues this moral tradition by addressing ethical dilemmas relevant to contemporary youth. For instance, the works of Ajiniyaz and later writers explore themes of moral choice, identity, and social change. By depicting characters who struggle between personal desires and social obligations, such literature helps young readers develop ethical reasoning and moral judgment. Consequently, fictional literature functions as a mirror of real life, allowing youth to rehearse moral decision-making in a symbolic space.

Alongside literature, the library environment significantly reinforces moral education through cultural practice and social interaction. In Karakalpakstan, libraries have historically served as centers of enlightenment and moral instruction. Institutions such as "Respublikaliq balalar kitapxanasi" (Republican children's library) play a particularly important role in shaping the moral worldview of young readers. By providing age-appropriate literature, organizing reading competitions, and hosting discussions on ethical themes, children's libraries cultivate values such as curiosity, discipline, respect, and responsibility.

Furthermore, regional libraries in Nukus function not merely as reading spaces but as moral and cultural hubs. For example, Qaraqalpaqstan Respublikasi Ma'lumleme kitapxana orayı (Karakalpakstan republican library) regularly organizes literary evenings dedicated to national poets and writers, thereby strengthening young people's connection to moral traditions and cultural heritage. Through such events, youth learn to appreciate ethical continuity between past and present, which is essential for moral stability in a rapidly changing society.

Equally important is the behavioral aspect of moral education fostered by the library environment. Regular participation in library activities teaches young people respect for shared cultural property, adherence to rules, and responsible use of knowledge. Moreover, libraries provide a calm and reflective atmosphere that contrasts sharply with the fast-paced digital environment. Consequently, youth develop patience, self-discipline, and reflective thinking—qualities that are fundamental to moral maturity.

In addition, libraries in Karakalpakstan actively support

collective moral development through reading clubs, debates, and thematic exhibitions dedicated to social issues such as environmental responsibility, national identity, and ethical citizenship. Given the ecological challenges of the Aral Sea region, libraries often promote literature addressing environmental ethics and collective responsibility. As a result, moral education extends beyond individual behavior and encompasses social and ecological awareness.

Importantly, the combined influence of fictional literature and the library environment produces a synergistic moral effect. While literary texts shape ethical ideals at the emotional and cognitive levels, libraries provide the institutional and social framework necessary for reinforcing these ideals through practice. Without such an environment, moral lessons derived from literature may remain abstract; however, when supported by libraries, these values are transformed into lived experiences.

CONCLUSION

In conclusion, fictional literature and the library environment play a decisive role in the moral education of youth, particularly within the Karakalpak cultural context. Through national literary heritage, young people internalize values of justice, responsibility, and respect, while libraries function as cultural spaces that reinforce moral behavior and ethical reflection. Therefore, the preservation and modernization of Karakalpak libraries, along with the promotion of national literature, should be recognized as a strategic priority for nurturing morally responsible and culturally rooted future generations.

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