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EDUCATION IN NAKHCHIVAN: STAGES OF DEVELOPMENT AND FUTURE PERSPECTIVES

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ОБРАЗОВАНИЕ В НАХИЧЕВАНИ: ЭТАПЫ РАЗВИТИЯ И ПЕРСПЕКТИВЫ НА БУДУЩЕЕ

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Abstract. The main reason for this is that to reveal the development of educational history in the regions and the factors affecting this development, to opine the results gained in the field of education are important matters for our present and modern pedagogical science. That is, the research problem today is of social and political importance according to its pedagogical significance. On the other hand, this aspect, above all, serves the completeness and enrichment of the history of pedagogical thought in the country and helps to identify opportunities for the use of progressive traditions today. Although the history of education and training in Nakhchivan has its own specific features, the school and pedagogical ideas formed in this area are an integral part of all-Azerbaijani pedagogy. This educational experience is mainly conditioned by the national and cultural characteristics of the indigenous population of the region — the Azerbaijani Turks. The investigation of the development trends of national schools in the region, the formation of the Azerbaijani school and pedagogical ideas, and the study of a very important part of the development stages give a complementary and enriching nature to the research process. The success of the complex and difficult path through the various stages of the multidisciplinary education system is so interesting and multifaceted that each author's view of this process sheds a bright light on new realities, opens the way to suggestions, new ideas and considerations that serve progress. It is of particular importance to study the enlightenment movement in Nakhchivan, to discover its fruitful results, to identify pedagogical conceptions, the state of schools and public education, the factors influencing its development on a progressive basis. Because Nakhchivan is the land of Azerbaijan with long history, rich material and cultural monuments and ancient educational culture. Even in the Neolithic period, local tribes lived here, engaged in various economic and art fields, as well as in primitive training and educational works. The aim of the study. To analyze the features of the development of education in Nakhchivan period of independence, to examine the problems of integration, renewal and modernization of education. The aim is to examine the features of the development of education in Nakhchivan during the independence period, to examine in detail the services provided by our Great Leader Heydar Aliyev in the development of education in Nakhchivan, to determine the necessary conditions for the development of education. Research objectives. A number of complex tasks have been planned to achieve this goal. - To examine the activities of our great leader Heydar Aliyev in the development of education in Nakhchivan during the period of independence and in the implementation of education policy; - Determining the influence of the political, economic, cultural and scientific environment supporting the development of education in Nakhchivan during the independence period; - To analyze the factors determining the development of education in

Nakhchivan during the independence period; - To research the implementation of education reforms in Nakhchivan Autonomous Republic depending on the development of education in the country. Research methodology. Guiding documents of classical educators on the development of education, our state's reform programs, orders, wise thoughts. Research methods. Theoretical, historical and comparative analysis is the examination of the sources related to the subject and archive documents, the generalization, grouping and systematization of the written sources related to the research. Research innovation. Our research is being developed for the first time in the Republic of Azerbaijan including Nakhchivan Autonomous Republic. For the first time since independence, the development of education in Nakhchivan is being studied extensively.

Аннотация. Выявление развития истории образования в регионах и факторов, влияющих на это развитие, оценка результатов, достигнутых в области образования является важным делом для современной педагогической науки. То есть проблема исследования сегодня имеет общественно-политическое значение по своей педагогической значимости. С другой стороны, этот аспект, прежде всего, служит полноте и обогащению истории педагогической мысли страны и помогает выявить возможности использования прогрессивных традиций сегодня. Хотя история образования и обучения в Нахичевани имеет свои особенности, школьные и педагогические идеи, сформированные в этой области, являются неотъемлемой частью общеазербайджанской педагогики. Этот образовательный опыт во многом обусловлен национально-культурными особенностями коренного населения региона — азербайджанских тюрков. Изучение тенденций развития национальных школ в регионе, формирование азербайджанской школы и педагогических идей, а также изучение очень важной части этапов развития придают дополнительный и обогащающий характер процессу исследования. Успех сложного и трудного пути через различные этапы мультидисциплинарной системы образования настолько интересен и многогранен, что взгляд каждого автора на этот процесс проливает яркий свет на новые реальности, открывает путь к предложениям, новым идеям и соображениям, которые служат прогрессу. Особое значение имеет изучение просветительского движения в Нахичевани, выявление его плодотворных результатов, определение педагогических концепций, состояния школ и народного образования, факторов, влияющих на его развитие на прогрессивной основе. Потому что Нахичевань — это земля Азербайджана с многовековой историей, богатыми материальными и культурными памятниками и древней образовательной культурой. Даже в период неолита здесь жили местные племена, занимавшиеся различными экономическими и художественными сферами, а также первобытным обучением и воспитательной работой.

Цель исследования. Проанализировать особенности развития образования в период независимости Азербайджана, рассмотреть проблемы интеграции, обновления и модернизации образования. Цель — изучить особенности развития образования в Нахичевани в период независимости Азербайджана, подробно роль азербайджанского лидера Гейдара Алиева в развитии образования в Нахичевани, определить необходимые условия для развития образования. *Научно-исследовательские цели.* Для достижения этой цели намечен ряд сложных задач: - изучить деятельность азербайджанского лидера Гейдара Алиева в развитии образования в Нахичевани в период независимости Азербайджана и в реализации образовательной политики; - определение влияния политической, экономической, культурной и научной среды на развитие образования в Нахичевани в период независимости Азербайджана; - проанализировать факторы, определяющие развитие образования в Нахичевани в период независимости Азербайджана; - исследовать реализацию реформ

образования в Нахичеванской автономной республике в зависимости от развития образования в стране. *Методология исследования.* Руководящие документы классических педагогов по развитию образования, программы реформ Азербайджана, приказы, мудрые мысли. *Методы исследования.* Теоретический, исторический и сравнительный анализ — это изучение источников, относящихся к предмету и архивных документов, обобщение, группировка и систематизация письменных источников, относящихся к исследованию. *Исследовательские инновации.* Наше исследование проводится впервые в Азербайджанской Республике, включая Нахичеванскую автономную республику. Впервые с момента обретения независимости Азербайджана развитие образования в Нахичевани изучается всесторонне.

Keywords: education in Nakhchivan, perspective, Bologna education, pedagogical staff, school, area, teacher, pupil-student, science, lessons, knowledge.

Ключевые слова: образование в Нахичевани, перспектива, болонское образование, педагогический коллектив, школа, площадь, наука, уроки, знания.

Important steps have been taken in the history of public education, school education, scientific and public opinion. After the Northern Azerbaijan was joined to Russia, the development of public education in the country entered a new stage, new trends appeared in the history of our pedagogical thought. The steps taken to open public schools at that time have entered our history as an important socio-political and cultural event. A period of formation and development of enlightenment ideas began in Nakhchivan as a result of the abolition of the old religious schools and madrasas, the establishment of educational institutions of new type, and the efforts to conduct education in the mother tongue. During this period, the presence of intellectuals with a new way of thinking, their work in the field of Education made memorable traces in the history of pedagogical thought in Nakhchivan, along with new madrasas, the basis of new type schools, new methods of training were formed.

One of the characteristic features of the new culture developing in the Nakhchivan region in the late 19th and early 20th centuries was the strengthening of the enlightenment movement. In Nakhchivan in the spheres like socio-economic, socio-political and cultural life, a period of serious development has begun also in the field of public education, the scope of education has expanded significantly. Compared to the old religious-scholastic education, secular education gradually prevailed in the field of public education. On this basis, a period of general progress began in Nakhchivan in many areas of education and culture, prominent cultural figures were trained, were opened schools in mother tongue and new textbooks were written.

Enlightenment and Education development of that period in Nakhchivan was closely linked with the names of democratic intellectuals. We can proudly name such intellectuals as Mahammad Taghi Sidgi, Jalil Mammadguluzadeh, Mahammadaga Shahtakhtli, Eynali bey Sultanov, Mammad Said Ordubadi, Alimammad Khalilov, Aligulu Gamkusar, Mammad Gaziyeu, Mirza Alakbar Suleymanov, Sadig Khalilov, Mammadgulu Bey Kangarli, Abulgasim Sultanov, Mirza Jalil Shubri, Huseyn Javid and others. During this period, the above-mentioned thinkers and intellectuals played an important role in the enlightenment of the people of Nakhchivan. They carried out charitable activities, opened schools, and did their best to educate the youth as well as the entire population [6, p. 98].

Reforms in the political and economic spheres in Northern Azerbaijan, which was transformed into a province by Russia after the division of Azerbaijan between Tsarist Russia and

the Gajar state, caused serious changes in the economic, social and cultural life of Nakhchivan. In the first half of the 19th century, along with madrassas, primary Russian schools were opened in Nakhchivan. The study of the history of the development of schools in the South Caucasus shows that in the following period, more exactly in 1829, according to the Charter the province schools were established in Azerbaijan. According to the Charter, the opening of the province schools in a number of regions, including Nakhchivan, has been approved. One of the province schools was opened on March 15, 1837 in Nakhchivan. From the 1878-79 academic year, Nakhchivan province school was transformed into a city school.

Public schools had a special place in the history of education in Azerbaijan in the XIX century. Public schools in Nakhchivan district began to appear after the 80s of the XIX century. Here, as elsewhere, schools operated only at the expense of voluntary donations from the population. It should be noted that one of the first public schools in Nakhchivan was opened in Jalilkand, the center of Sharur-Daralayaz district.

Along with men, intellectual women also played an important role in the development of education among women in Nakhchivan. Nazli khanum Tahirova, who graduated from the girls' school of the prominent mesenant H. Z. Tagiyev, opened a girls' school in Nakhchivan in 1912 [7, p. 40].

During the Soviet regime established in Azerbaijan after the coup of April 1920, education was directed to a new form. This process covered all Azerbaijan including Nakhchivan region and education here began to be built in accordance with the requirements of Soviet ideology. Thus, starting from the 1921-1922 school year, new schools were opened, and school-age children were involved in primary education. In addition, since 1922, preschool educational institutions were established. One of the important achievements in the field of education in Nakhchivan in 1920-1930 was the elimination of illiteracy among women. The measures taken in the field of literacy of the elderly population in the 1920s and 1930s led to the elimination of illiteracy and an increase in the level of education in the Nakhchivan Autonomous Soviet Socialist Republic.

In general, in the 20s and 30s of the XX century, as a result of the establishment of secondary special schools and the Teachers' Institute in the Nakhchivan Autonomous Republic, the training of qualified personnel in the field of education of the autonomous republic began, which became an important power in education. In 1950-1960, the network of secondary schools in the autonomous republic expanded and significant structural changes took place. During 1945-1950, the post-war period, there were 176 secondary schools in the autonomous republic, but in 1960 their number reached 198. The turning period in the comprehensive development of the Nakhchivan Autonomous Republic, the integral part of Azerbaijan, began with the coming to power of Heydar Aliyev. That was the period of development of the economic, political and cultural life of the Autonomous Republic. Since 1970, as a result of Heydar Aliyev's attention and care, all forms of education in the Autonomous Republic have developed.

Thus, general education schools developed, and the level of education increased in the Nakhchivan Autonomous Soviet Socialist Republic in the 1970s and 1980s. The material and technical base of schools has been strengthened, and serious changes have taken place in the field of eliminating illiteracy of the population [7, p. 38].

In 1991-1993, under the leadership of Heydar Aliyev, the foundation was laid for the current success of the Nakhchivan Autonomous Republic, especially the development of general education. The attention and care paid to education began to show itself from the first days. Heydar Aliyev praised the comprehensive and well-thought reforms in education: "Reforms, especially in the field of education and science, must be carried out very wisely and thoughtfully. It should be done not for

the sake of fashion, but only to increase the efficiency of education, the efficiency of science in order to rise above the level we have achieved." Thanks to the attention and care of Heydar Aliyev, the education system of the Nakhchivan Autonomous Republic began to revive and develop rapidly. It is no coincidence that the rapid development of education in the Nakhchivan Autonomous Republic is directly related to the name and activity of Heydar Aliyev.

Innovations took place in the political, socio-economic and cultural development of the region thanks to the measures taken by Vasif Talibov, who was elected chairman of the Supreme Assembly of the Nakhchivan Autonomous Republic in December 1995. Expenditures on the development of general education have also increased and successful results have been achieved as a result of the increase in state care in the Autonomous Republic.

Nakhchivan schoolchildren have achieved a lot in the competitions held in secondary schools during these years. 101 schoolchildren of the autonomous republic took part in the subject Olympiads held in 2003, 73 of them took honorary places and were awarded diplomas [5, p. 43].

Disadvantages and shortcomings in the education system were not left out of the attention of the leadership of the autonomous republic, they were emphasized one by one, specific problems were raised before the Ministry of Education and relevant bodies to eliminate them. Thus, in 2001, those who scored 0-100 points in the entrance exams to universities in the Republic of Azerbaijan were 13.6%, while in the autonomous republic this figure was 46.4%. All these facts were voiced at the meeting of general education workers of the Autonomous Republic held on April 9, 2002 with the participation of the Chairman of the Supreme Assembly of the Nakhchivan Autonomous Republic Vasif Talibov. Chairman of the Supreme Assembly Vasif Talibov expressed serious concern.

The increase of the number of students awarded Presidential Scholarships, as well as those who have been admitted to universities with high scores, indicates that education has also increased intensively in the autonomous republic recently. In the Autonomous Republic, 2 graduates in 2005, 2 in 2006, 3 in 2007, 5 in 2008, 9 in 2009, and 9 in 2010 entered higher education institutions with high scores and were awarded Presidential Scholarships [5, p. 39].

One of the main reasons for the increase in the general level of education in the Autonomous Republic is the measures taken to reduce the number of schools whose graduates are not admitted to universities. One of the interesting facts is that in 2008 the city of Nakhchivan took the second place after Baku in the number of graduates admitted to universities.

The "Best Teacher" competition was held in the country in the 2007-2008 academic year for the first time in the history of our education and the awarding of the winners was a manifestation of the high respect shown to teachers in our country. It is no coincidence that during 1998-2008, 44 people were awarded the title of Honored Teacher of the Republic of Azerbaijan for their services to the development of education in the Nakhchivan Autonomous Republic. Also, 47 teachers were awarded various orders and medals, 7 teachers were awarded individual scholarships of the President of the Republic of Azerbaijan, and 4 teachers were awarded Presidential awards [4, p. 45].

The government's special attention to the training of national personnel and the reconstruction of education in this field resulted in many educational reforms during the period of the Azerbaijan Democratic Republic. For example, education was conducted in the Azerbaijani-Turkish language, schools were nationalized, pedagogical courses were organized, and Baku State University was opened.

At the same time, during the years of Soviet rule, when Azerbaijan was deprived of its independence and the ideals of freedom and morality of our people were invaded, our country could gain a certain development in the field of education. In any case, the Soviet period is a

certain stage in the history of Azerbaijan and, although great number of contradictions, progress in a number of areas, including education at that period, must be objectively assessed. Thus, the gradual elimination of illiteracy of the population, free education, its mass acquisition and systematization, ensuring the secularity of education is associated with the Soviet era. Thus, the proclamation of compulsory primary education in the first period, seven years, then eight years, and the implementation of compulsory secondary education in later periods, should undoubtedly be considered a great success.

As a result of all this, the enlightenment movement in Nakhchivan reached a high level during the mentioned period, and great successes were achieved in science and education. Nakhchivan enlighteners fought not only in the name of a certain class, but in the name of the people, the whole nation, against serfdom and everything that was created in the sphere of enlightenment, social and legal spheres, tried to abolish the rules of absolutism and improve the life of society [3, p. 45].

The social and economic revival in the country and the persistent struggle of Nakhchivan educators against the old education system have resulted in the reconstruction of old educational institutions. In such a situation, the first steps towards innovation in the form of traditional teaching and the content of education have been taken. The enlightenment movement, science and education in Nakhchivan began to develop further in the early twentieth century. During this period, the efforts of leading public figures, prominent cultural figures, teachers and educators of Nakhchivan to enlighten and develop the people, the idea of creating schools, libraries and other cultural and educational institutions, the initiative to publish books, newspapers and magazines in the Azerbaijani language met with stubborn resistance of tsarist government.

The President of Azerbaijan Ilham Aliyev and Chairman of the Supreme Assembly of Nakhchivan Autonomous Republic Vasif Talibov have always emphasized in their reports the important role of the education system with rich traditions in the formation of today's economic, cultural and spiritual potential of the Azerbaijani people, in the development as a highly intelligent nation and the tasks to be fulfilled have been identified.

Regarding the importance of this period in the enlightenment of the Azerbaijani people, the national leader of our people Heydar Aliyev said: "That period was a very important period for the enlightenment and education of our people. We must appreciate it and never forget it. We must give a fair assessment of our history. In the true sense of the word, the Azerbaijani school was established in the twentieth century. A school in the Azerbaijani language has been established which provide children and youth with knowledge in their native language and educates our nation. We are indebted to the developed education system created at that time for the economic, political potential and educational potential we have today" [2, p. 71].

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President of the Republic of Azerbaijan Ilham Aliyev said: "Azerbaijan's educational history is rich in achievements that each of us is proud of. Throughout history, Azerbaijani teachers have always reflected in their activities the unity of inheritance with innovation, tradition with reform in education.

In 1998, the celebration of the 160th anniversary of the establishment of the first secular school in Nakhchivan, by order of Vasif Talibov, the Chairman of the Supreme Assembly, is the clearest example of the state's attention and care for a deeper study of the history of pedagogical

thought, education and upbringing in Nakhchivan.

Vasif Talibov, the Chairman of the Supreme Assembly of the Nakhchivan Autonomous Republic, said: "The systematic study of school traditions which have given great geniuses to the history of literary and philosophical thought, the art of architecture and brought up the individuals who caused a renaissance in these areas, can benefit the development of school history" [1, p. 28].

The study of the enlightenment movement in the region, the identification of its fruits, the revealing of pedagogical thought, the state of public education and the school, the factors influencing its development on a progressive basis are of particular importance. This ensures the completeness and enrichment of the history of pedagogical thought in the country, and allows the positive experience gained and progressive traditions to be used today. So, the study of the problem is relevant both from a historical and modern point of view.

The general results of the study allow us to draw the following conclusions:

1. The development of school and pedagogical thinking in the period of independence of Nakhchivan was conditioned by socio-political conditions and on this basis the cultural environment.

2. During this period, the development of school and pedagogical thinking in Nakhchivan, in contrast to the millennial traditions, developed in the context of new political, economic and socio-cultural changes.

3. The emergence of new pedagogical ideas in accordance with the spiritual and cultural needs of society has laid the foundation for the expansion of the network of general education institutions.

4. During the period of independence, the whole education system in Nakhchivan has been updated in terms of structural and content parameters, has risen to the level of the requirements of the time, and its development functions and opportunities have increased.

5. As a socio-cultural factor (phenomenon), education has played an important role in the life of the region and in the social practice of new gatherings, democratic thinking, the national awakening movement.

6. The development of school and pedagogical thinking in Nakhchivan during independence is a multifaceted event and a manifestation of the specific historical experience of school building. During this period, the prestige and level of the national school and the national intelligentsia increased, the development of interaction between national and universal traditions was observed, and education and pedagogical thinking in this region should be assessed as enriching with new features and qualities. . .

7. During independence, Nakhchivan has played an exceptional role in the development of Azerbaijani school and pedagogical thinking, the spread of new, progressive pedagogical ideas, the establishment of educational institutions, the rise of national pedagogical thinking and school practice to the level of modern requirements in the region.

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