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ABSTRACT

of the dissertation for the degree of Doctor of Sciences

**AZERBAIJAN AND RUSSIAN CHILDREN'S LITERATURE
AND FOLKLORE: ORGANIZATION, DEVELOPMENT
STAGES AND INTERRELATIONS**

Speciality: 5716.01 – Azerbaijani literature

Field of science: Philology

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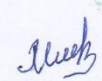
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GENERAL CHARACTERISTICS OF THE RESEARCH

The actuality of research and degree of its development.

Comparative study of the formation, development, mutual relations and folklore of Azerbaijani and Russian children's literature is both an extremely relevant and a very complex topic. Although the fact that the historical-literary starting point of the subject mainly coincides with the late 19th and early 20th centuries makes it "easy" at first sight by relating it to "modern" history, in fact, the study of Azerbaijani and Russian children's literature in contexts such as formation, development, mutual relations and folklore reveals that the historical-cultural "beginning" of the subject is not limited to "the end of the 19th century - the beginning of the 20th century", and in the example of the "children's literature" of the Azerbaijani and Russian peoples, literary thought is closely related to the time-space depths. This, in turn, made it relevant to approach the concept of "children's literature" in a completely different and new paradigm in the dissertation.

"Children's literature" is closely related to the oldest periods of society's history, being an actual literary concept of all times, either in the example of the children's literature of the Azerbaijani and Russian peoples, or in the history of the literature of the peoples of the world.

One of the important points that makes the study of mutual relations between Azerbaijani and Russian children's literature relevant is the typological and cultural changes that took place in the dynamics of the historical development of Azerbaijani literature in general at the end of the 19th century and the beginning of the 20th century. The entry of the northern part of Azerbaijan into the composition of the Russian Empire led to serious changes in the political and social life of the country, as well as in the literary and cultural life. Northern Azerbaijani intellectuals actively interacted with Western and Russian literature and cultural life. This process was consistently encouraged by the Russification policy of the empire. Acquaintance with Russian and Western literature awakened the ideas of the need to pay special attention to the creation of children's literature among national intellectuals. These intellectuals

translated examples of Russian and Western children's literature into our language and created new examples of national children's literature. The nationality of those samples connected them to the literary and historical potential of Azerbaijani "children's literature", and in terms of form, they were connected to Russian and Western children's literature. Thus, the formation of Azerbaijani and Russian children's literature, which began at the end of the 19th century and the beginning of the 20th century, entered a serious development process in the following decades. The development and mutual relations of Azerbaijani and Russian children's literature in the Soviet environment of the 20th century turned into a systematic process controlled by the dictates of Soviet literary ideologues.

Regarding the degree of development of the dissertation topic, we must emphasize that there are many large and small studies in this field. Various problems of Azerbaijani-Russian children's literature were discussed in them on the example of individual authors and literature. The results of those studies were strictly referenced in the dissertation work. The cardinal difference of the dissertation from the existing studies on this topic is that the problem is involved in the analysis at a wide system level for the first time. In other words, for the first time, Azerbaijani and Russian children's literatures have been studied in a comparative way in terms of structure, development dynamics, mutual relations, and folklore relations. Although the principles of comparison (formation, development, relations and folklore) are comprehensive and extensive, it makes it difficult to study the topic, but it has allowed to study the dynamics of mutual development of Azerbaijani and Russian children's literature in a large-scale context.

The object and subject of the research. The object of the dissertation work is Azerbaijani and Russian children's literature and examples of folklore.

The subject of the study covers the following cardinal directions:

- Study of the national-literary and universal-typological characteristics of the formation processes of Azerbaijani and Russian children's literature;

- Study of the national-literary specificity of the development processes of Azerbaijani and Russian children's literature;
- Study of mutual relations between Azerbaijani and Russian children's literature;
- Comparative analysis of Azerbaijani and Russian children's folklore.

The purpose and tasks of the study. The main goal of the dissertation is the comparative study of the organization, development, mutual relations and folklore of Azerbaijani and Russian children's literature.

This goal includes the following five main areas and the following tasks:

1. Study of the factors determining the formation of Azerbaijani children's literature:

It includes the study of children's literature from the perspective of historical traditions, the study of the history of the development of Azerbaijani children's literature at the level of past, yesterday and today's requirements. The work of Azerbaijani and Russian writers includes the study of such issues as the clarification of mutual literary relations related to children's literature.

2. Stages of development of Russian children's literature:

This includes the study of historical views on the formation of Russian children's literature, the study of issues such as the development stages of Russian children's literature, and the clarification of mutual literary relations related to children's literature in the works of Azerbaijani and Russian writers.

3. The place of Azerbaijani and Russian children's poems in literary poetry:

This includes the study of Azerbaijani children's poetry from a historical point of view, the works of Azerbaijani children's poetry in the 60s and 80s of the XX century, including the works of Mirvarid Dilbazi, Nigar Rafibeyli, Khanimana Alibeyli, Agnia Lvovna Barto, Yelena Aleksandrovna Blaginina, who played a certain role in the development of Russian children's poetry, Irina Petrovna Tokmakova's creativity in children's poetry became an object of research.

4. Azerbaijani and Russian children's prose in the 60s and 80s:

This includes the creation of national children's prose in Azerbaijan, the study of Azerbaijani children's prose (including the children's prose of Alaviyya Babayeva, Aziza Ahmadova), Russian children's prose (including the children's prose of Zoya Ivanovna Voskresenskaya, Lyubov Fyodorovna Voronkova) in the 60s and 80s of the 20th century.

5. Azerbaijani and Russian children's folklore:

Research issues such as the impact of Azerbaijani children's folklore on Azerbaijani children's literature and the study of traces of folklore in Russian children's literary examples are included.

Research methods. The theoretical-methodological base of the dissertation, where historical-comparative and descriptive-typological analysis methods are applied, mainly includes literature in four directions:

First, scientific-theoretical literatures about mutual literary relations;

Secondly, scientific-theoretical literatures on the formation, development and folklore of Azerbaijani literature;

Thirdly, scientific-theoretical literature on the formation, development and folklore of Russian literature;

Fourth, various scientific-theoretical literatures related to the comparative study of the formation, development, mutual relations and folklore of Azerbaijani and Russian children's literature.

Main clauses defended: Based on the analyzes carried out in the dissertation, the following provisions are put forward for defense:

1. "Children's literature" as a concept takes its beginning from the early ages of human culture, from the time when people lived with mythical thinking. Mythological texts classified as exoteric myths in modern mythological thinking are considered to be the mythological "archetype" of modern children's literature, being directly related to children's audience. In this respect, the method of depiction "with naive logic" belonging to the poetics of myths remains one of the main methods of depiction in modern children's literature.

2. Although the formation and development processes of Azerbaijani and Russian children's literature have an independent path of development until the mutual relations of these literatures,

they are generally united by the universal-typological qualities of children's literature.

3. The history of the beginning of mutual relations between Azerbaijani and Russian children's literature, which coincides with the end of the 19th century and the beginning of the 20th century, can be considered an important fateful event of the historical fate of modern Azerbaijani literature. The entry of the northern part of Azerbaijan into the structure of the Russian Empire is the beginning of a new stage in the history of the Azerbaijani people in terms of content and form, and it is also a special stage in the history of children's literature.

4. The formation, development, mutual relations of Azerbaijani and Russian children's literature had a serious impact on the history of our national children's literature and literary thought in general. In this process, in which enlightened national intellectuals actively participated, Azerbaijani children's literature was enriched in terms of genre and form, and the classical poetic traditions of children's literature were also updated in terms of content.

5. The formation, development, and mutual relations of Azerbaijani and Russian children's literature intensified with the establishment of Soviet power in Azerbaijan and became a regular literary relationship under the control of the ruling Soviet ideology.

6. The comparative study of the formation, development, mutual relations and folklore of Azerbaijani and Russian children's literature always remains an actual topic, and the current dissertation, with all the new results obtained, does not end the solution of the problem, but also reveals its prospective development directions.

Scientific novelty of the research. Many scientific innovations were achieved in the dissertation. They include approximately the following:

- As a result of the analysis, the main factors determining the formation and development of Azerbaijani and Russian children's literature were revealed, and their semantic features were determined;
- The historical development stages of Azerbaijani children's literature were studied and the main features of their dialectic of development were revealed.

- As a result of the comparative analysis of mutual literary relations related to children's literature in the works of Azerbaijani and Russian writers, it was found that this process is realized according to the "influence-counteraction" model.

- As a result of the study of the stages of formation and historical development of Russian children's literature, it was revealed that it has aspects that overlap with the stages of formation and historical development of Azerbaijani children's literature in a universal-typological context.

- As a result of the comparative analysis of mutual literary relations related to children's literature in the works of Azerbaijani and Russian writers, it was found that this process is realized according to the "influence-counteraction" model.

- The comparative analysis of Azerbaijani and Russian children's poetry of the 1960s and 1980s against the background of the All-Soviet children's literature "directives" made it possible to reveal the national specific aspects of the children's poetry of both nations.

- For the first time in the dissertation, Azerbaijani and Russian children's poetry of the 60s and 80s was involved in a comparative analysis in the examples of children's poetry of Russian artists such as Mirvarid Dilbazi, Nigar Rafibeyli, Khanimana Alibeyli, Agnia Lvovna Barto, Yelena Aleksandrovna Blaginina, Irina Petrovna Tokmakova.

- The comparative analysis of Azerbaijani and Russian children's prose of the 1960s-1980s in the context of the "common creative principles" characteristic of Soviet children's literature created an opportunity to study the descriptive characteristics of the children's prose of both nations determined by national values.

- For the first time in the research, Azerbaijani and Russian children's prose of the 60s and 80s were involved in a comparative analysis in the form of children's creativity of Azerbaijani, Zoya Ivanovna Voskresenskaya, Lyubov Fyodorovna Voronkova, such as Alaviya Babayeva, Aziza Ahmadova.

- For the first time in the research, the Azerbaijani and Russian children's folklore was studied in a comparative way and the common and different features of their poetics were evaluated.

- By studying the artistic and aesthetic features of folklore motifs in Azerbaijani and Russian children's literature, their role in the development of children's literature of both nations was determined.

Theoretical and practical significance of research. Research work is of great importance from both theoretical and practical point of view.

The theoretical importance of the dissertation is determined by the possibilities of applying the results obtained in it in comparative literature. Thus, the comparative study of the organization, development, mutual relations and folklore of Azerbaijani and Russian children's literature has wide research prospects as a problem. In this regard, the results and innovations obtained in the current dissertation dedicated to the study of the problem of "Organization, development, mutual relations and folklore of Azerbaijani and Russian children's literature" provide a rich theoretical and methodological basis for future research.

The practical relevance of the dissertation is mainly determined by teaching. The issues of comparative study of the organization, development, mutual relations and folklore of Azerbaijani and Russian children's literature are included in the subjects taught in the appropriate faculties of higher schools, especially Baku Slavic University. From this point of view, the practical importance of the dissertation work is determined by the possibility of using it as an additional teaching aid.

Research approval and implementation. The dissertation work was carried out at the Department of Azerbaijani Literature of Baku Slavic University with the scientific advice of Doctor of Philological Sciences, Professor Rasulov Rustam Kamal oglu. The author's main results and innovations in his work are reflected in the articles and conference materials he published in magazines recommended by the Higher Attestation Commission inside and outside the country.

The name of the organization where the dissertation work was carried out: The dissertation work was performed at the Department of Azerbaijani Literature of Baku Slavic University.

The subject of the dissertation was approved by the decisions of the Azerbaijani literature department of Baku Slavic University (protocol No.10) and the protocols of the Republic Coordinating Council dated January 31, 2017 (protocol No. 1).

The structure of the research work. The total volume of the research, consisting of an introduction, five chapters and a conclusion: 414281 signs (Introduction: 13357 signs; Chapter I: 55344 signs; Chapter II: 67688 signs; Chapter III: 143526 signs; Chapter IV: 61549 signs; Chapter V: 62427 signs; Conclusion: 10390 signs).

MAIN CONTENT OF DISSERTATION

In the "**Introduction**" part of the dissertation, the relevance of the topic and the degree of elaboration are justified, the object and subject of the research, goals and objectives, methods, the main provisions defended, the scientific innovation, theoretical and practical significance, approval and application of the research, the name of the organization where the dissertation work is performed, the structure are determined. Information about the volume of the sections separately and the total volume with a sign is presented.

Chapter I of the dissertation is called "**Factors determining the formation of Azerbaijani children's literature**". In the first paragraph of this chapter, "**Study of Azerbaijani children's literature from the perspective of historical traditions**", it is mentioned that the history and theory of each subject are inseparable. If we want to guide the future development of children's literature today, we must look at its past. Azerbaijani children's literature owes its achievements to its past.

National Leader of our people, great leader H.Aliyev has shown that our youth should grow in national and spiritual spirit. Those who do not know our national values and national existence cannot be patriots.

C.Mammadguluzade, a democratic writer and an excellent educator, noted that we should study our history so that we don't make mistakes in the future.

The state traditions of the Azerbaijani people, the ideas of thinkers, "Avesta", Nizami's creativity, Khagani's life path, Nasreddin Tusi's, Ibn Sina's activities in the field of pedagogy, Mahmud Kashgari's "Divanu Lughat-it-Turk" etc. based on the facts in such works, it is possible to attribute the history of school and education in Azerbaijan to very ancient times.

It is nonsense to falsify the age of Azerbaijani Turks, who are considered to be one of the oldest nations in the world, in the field of school and education. The history of every nation is its written and oral monuments. There are monuments of all eras in the territory of Azerbaijan, signs confirming the antiquity and wealth of this country.

In his book "Our Foreign Policy"¹, Y.V.Chamanzaminli noted that Azerbaijan, as a great state, suffers certain failures from time to time.

The great Arab scholar, Yagut al-Hamawi, who came to Azerbaijan in 1213 and 1220, writes in his work "Mujam al-Buldan" ("The List of Countries") that *Azerbaijan is a huge and powerful country surrounded by many fortresses. The population is good-looking, white-skinned, soft-spoken, Azeri-speaking people with good appeal.*²

Prof. Yusif Talibov, prof. Farahim Sadigov and prof. In Sardar Guluyev's work entitled *"History of School and Pedagogical Thought in Azerbaijan"*³, Aratta, Hullubi, Kutimu are the oldest, developed and rich state in Azerbaijan, the economic, political, and cultural relations of Aratta with the Sumerian state, the exchange of valuables and metals by the Sumerian ruler for grain in Aratta during excavations proved. B.C. In the middle of the III millennium, Sumer had school supplies, which are considered the first textbooks in history.

At the beginning of the 1st millennium BC, the state of Manna was established. Prof. V.Z. Piriyeu writes in his book "Historical Geography of Azerbaijan" that *this state was the ancestors of*

¹ Çəmənzəminli, Y.V. Xarici siyasətimiz / Y.V.Çəmənzəminli. – Bakı: Azərneşr, – 1993. – 51 s.

² Якут, А.Х., Миджам, А.Б. Сведения об Азербайджане., Хамдаллах Казвини. Нузхат ал-кулуб. Материалы по Азербайджану / – Баку: ЭЛМ, – 1983. – с.8.

³ Talibov Y.R., F.B.Sadiqov, F.B, S.H.Quluyev Azərbaycanca məktəb və pedaqoji fikir tarixi / – Bakı: Ünsiyət, – 2000. – s.3.

*Azerbaijanis. The signs, inscriptions, and paintings found in Mingachevir and Gobustan indicate the presence of writing and reading, that is, education and school in Manna in the 9th-8th centuries. The fall of the Manna state B.C. It dates back to the VI century. In the 4th century BC, the state of Atropaten was located in the south of Azerbaijan, and the state of Albania was located in the north. Atropaten was highly developed, had a high culture, a unique language, and a writing tradition. Teaching-learning, teacher-pupil process, master-pupil relations already existed here.*⁴

Academician Ziya Bunyadov conducted research and wrote in his book "Azerbaijan in the 7th-9th centuries" that *there were schools in Arran in the 5th century, and children went to school. Monks who taught were paid. All this was controlled by the king. The borders of Arran covered the area from Darbend to Tiflis, Nakhchivan, and from there to Astara.*⁵

Zoroastrianism was widespread in Azerbaijan and several other countries. The author of the holy book of this religion "Avesta" ("Law"), a book consisting of 21 books and 815 chapters written on 12 thousand cow skins, was born in the city of Urmia, Azerbaijan.

In "Avesta", education is the most necessary pillar, content, purpose, and path of life. Here, the role of the teacher is high.

The idea that "writing is half of science" was considered an important work in our history. Gobustan, Gamigaya, Mingachevir, Absheron, Azikh cave, etc. They attributed the found writings to the Orkhan-Yenisei, Gultekin, Tonyukuk Goyturk alphabet. In 1893, the Danish scientist Thomson proved that the old Turkish alphabet is the beginning of the world writing culture. According to G. Palivanov, the Turkish alphabet, which led to the creation of the world alphabet, belongs to the 5th century. B. Chobanzade wrote that in the 14th century Rashiduddin in his work "Jami al-tawarikh" shows that there were writings of the Turks long before the inscriptions of Orkhan.

⁴ Piriye, V.Z. Azərbaycanın tarixi-siyasi coğrafiyası / V.Z.Piriye. – Bakı: Araz, – 2002. – s.29.

⁵ Bünyadov, Z. Azərbaycan VII-IX əsrlərdə / Z. Bünyadov. – Bakı: Azərnəşr, – 1989. – s.57.

The famous American Sumerian S.H.Kramer in his book "History Begins with Sumer" considered that the *Sumerians were also Turks and considered their "Bilgamis" epic to be the first literary work and great book of world literature.*⁶

Prof. E. Alibeyzade shows that we had an alphabet, a literature, and a school until the 7th century. From the 7th century, the Arabs opened Arabic alphabet schools in the countries they conquered, including in Azerbaijan.

Before Islam, the Arabs were an illiterate tribe living in the desert, gray deserts, without scientific and cultural levels, and "could not read or write". The goal of the Prophet Muhammad (pbuh) was to reform the society, to raise an "educated person" with the principle of "decency is the education of the mind and soul".

In Azerbaijan, in the 7th-10th centuries, in schools in Tabriz, Ganja, Baku, Nakhchivan, Shamakhi, and Hamedan, "Chereka", a certain part of the "Quran", was taught.

Higher ranking training institutions as time changes; In 830, "Beitul-Hikmet" (Academy of Sciences) and a madrasa for women were founded by Zamurrad, the daughter of Mamluk Sultan Tahir and the wife of Nasreddin of Aleppo.

Maragha observatory, created by N. Tusi, became a teaching center. The world's first university "Nizamiya" (1064) had a great role in the development of education in Azerbaijan. *"Renaissance and progress in Azerbaijan started earlier than in Europe. In the XI-XII centuries, great humanist artists grew up."*⁷

In the 7th-11th centuries, science became widespread in the Muslim world. The name of the 35-year-old Al-Khwarazmin, who stamped the science of mathematics with his book "Al-Kitabul Mukhtasar Hasab-ul Jabri va Muqabila" written in 830, introduced the Indian decimal number system, the term algorithm, logarithm and "Algebra" are still used today. Fakhreddin al-Razi from the science of astronomy with his work called "Sudratul Muntaha", Abu-Reyhan

⁶ Крамер, С.Н. История начинается в Шумере / С.Н.Крамер. – Москва: Наука, – 1965. – с.17.

⁷ Mustafayeva, R.Ş. Tərbiyənin humanistləşdirilməsinə dair // Azərbaycan məktəbi. – 1997, №3. – s.24-30

al-Biruni, the eldest son of the Turkish Islamic world, explained the gravitational force of the earth, the rotation of the earth both around the Sun and around itself, (500 years before Copernicus) chemistry. Jabir Ibn-Hayyan in the medical field, Qasim Az-Zashravi, the first surgeon, in the field of medicine Ibn-Sina, who wrote down medical information related to microbiologists and anatomy, the origin and treatment of diseases with his work "Qunun At-Tibb", Burhan Al-Din's "Commentary" of the 10th century. In the book al-Asbab, giving the interpretation of blood, grape sugar – glucose, Turkish, Khorasan, outstanding physician, philosopher, teacher of his time, Abubakir Zakariyya Ar-Razi "Kitab al-Mansuri", "Kitab al-Havi" ("Diseases" and "Treatments") information about the stomach and its function in his books, "Akhlaqi-Nasir" and Nasreddin Tusi, the owner of unparalleled wealth with about 200 pedagogical works, "Sahih al-Bukhari" related to the creation of the science of recitation, who lived in the 9th century, collected hadiths, studied letters and dots", the author of the books "At-Tarikh" was the Turkish Ibn Ibrahim Samarkandi.

In the eleventh century, strong scholars in the field of literature, thinkers such as M.Kashgari, Yusif Khas Hajib, Khatib Tabrizi, Qatran Tabrizi, and in the field of pedagogy, after Ibn Sina, the Azerbaijani philosopher Abulhasan Bahmanyar Ibn Marzban al-Azerbaijani and other scholars appeared.

American orientalist G.E.Grünebaum writes in his work "Classical Islam" that *science, architecture, construction, shipping, etc. Europe is always indebted to the East in all areas. He also noted that the idea of "Four Pillars" of Islamic culture (the world stands on four pillars: the wisdom of scholars, the justice of elders, the worship of believers and the bravery of heroes) hangs at the doors of European universities.*⁸

In VII-VIII centuries, our poets and intellectuals like Musa Shahavat, Ismail Yassar, Abul Abbas lived in history with their wise and valuable ideas about morality, education, and spiritual development.

⁸ Məmmədov, Z.C. Azərbaycan fəlsəfə tarixi / Z.C.Məmmədov. – Bakı: Bilik, – 1994. – 343 s.

A.A.Bakikhanov wrote in his work "Gulustani-Iram": *"They have been respected and trusted people in every century and every country."*⁹

Azerbaijani scientists A.Bardiji, scientist, doctor Abu-Maad Khivayyi, Ali Baba Bakuvi, Abu Bakr Maragi, Zanjani, Zaman Hamedani, etc. had been Mahmud Kashgarli's "Divani Lugat-it Türk", Yusif Khas Hasib's "Qutadgu-bilik" (Knowledge of Happiness), Adib Ahmed Yukneki's "Atabatul-Hagayiq" ("On the Threshold of Truths") etc. works proved the greatness of our language in the XI century.

Abu Ishaq Shirazi, Urmavi Azerbaijani, A.al-Darbandi, A.Beylaghani, Hafiz Marandi, Ibn Makuli, G.Tabrizi and KH. Tabrizi expressed opinions about education, upbringing and morality in 11th century Azerbaijan.

In the 11th century, Abulhasan Bahmanyar, a follower of Ibn Sina, proved the connection of human morality with science and philosophy: *"The path to knowledge means the path to goodness and happiness."*¹⁰

Al-Farabi al-Turki was one of the scientists of the Turkic world, the creator of the first encyclopedia in Arabic, who introduced musical instruments, and who did excellent work on philosophy, mathematics, medicine, botany, and music. The German scientist K.Schmidt called him *"Great Teacher"*.¹¹

The ideas of Ibn Sina in the 11th century are today the principles of a new teaching method: democratization, humanization. J.Locke, an outstanding English philosopher and pedagogue of the 17th century, repeated Ibn Sina.

In the 11th century, M. Kashgari mentioned in *"Divani-Lügat-it Türkü"* about the greatness of the Turkish people, God's birth of the state sun from the constellations of the Turks, considering the Turk

⁹ Bakıxanov, A.A. Gülüstani-İrəm / red. Ə.Ələsgərzadə. – Bakı: Az.SSR EA nəşriyyatı, – 1951. – 252 s.

¹⁰ Бахманяр, А. Ат – тахсил (Познание) / А.Бахманяр. Книга 1-2 пер. с арабского вводная статья и комментарии А.В.Сагадаева. – Баку: Элм, – 1983. – 296 с.

¹¹ Шмидт, К. История педагогики [в 4-ч томах] / К.Шмидт. – Москва: Типография Мартынова и К°, – т.1., – 1879. – 315 с.

*as the ruler of the earth and superior to all nations. He prepared the first map of the Turkic world.*¹²

The second paragraph of Chapter I is called **"Development of Azerbaijani children's literature: past, present, and past"**.

Analysis of the literary landscape of the period by Khagani, Nizami, Fuzuli, etc. observed in the works of prominent artists. In N. Ganjavi's work, the attitude of man to the society and the surrounding natural environment, justice and natural laws have taken the main place.

Avhadeddin Avhadi (1274-) worked for many years at Maragha observatory, and in 1333 he wrote down the thoughts from the beginning of human life to the hereafter with the work "Cami-Cam" ("The Mosque of Jamshid"), which is considered the anthem of science, and said no to sadness and evil.

A. Ardabili, one of the artists of the 14th century, created a hymn to work in his poem "Farhadnama" and praised pure love, trust, and loyalty.

The master poet A. Tabrizi tried to convey love from a different context, as a personal and human duty, in his poems "Mehr and Customer", "Saginama", and "Details on the Number of Rhymes".

Ibn Ibrahim Hagaigi Khagani Shirvani was one of the unforgettable poets in Azerbaijani children's literature with his profound ideas.

Shah Ismayil Khatai (1486-1524), a powerful poet and prominent statesman who showed interest in the art of artistic words and wrote beautiful poems in his mother tongue, raised the culture of Azerbaijan to a new stage.

M. Fuzuli laid the foundation of the literary school in Azerbaijani literature and had special importance in the education of children and young people with his immortal works written in the allegorical style in his native language.

¹² Hüseynzadə, R.L. Erkən orta əsrlər dövründə Azərbaycanca məktəb və pedaqoji fikir (VII-XI əsrlər): (filologiya üzrə fəlsəfə doktoru dissertasiyası) / – Bakı, 2005. – 265 s.

M.Amani (1536-1610), the follower of Fuzuli's creativity, has excellent creativity with divans, couplets, garayli, bayati and verse stories.

In the 17th and 18th centuries, bloody wars, foreign invasions, etc. information in Fedai's poem "Bakhtiyarnama", deep humanism, difference in idea content in "Varga and Gulsha" of Masih (1515-1605), in "Kandaharnama" of S.Tabrizi (1601-1676), heroism and bravery are described by Alijan. We meet in the creativity of Govsi Tabrizi.

In the literature of the 17th and 18th centuries, Vagif's works show humanism, enlightened ideas, and realism tendencies more brightly.

F.Kocherli had a special service in the enrichment of 20th century children's literature. In 1912, he compiled a textbook called "Gift for Children" and collected the best examples of oral folk literature.

*"Each nation has its own language, which is its own property. The mother tongue is the moral vitality of the nation... Everyone should love their mother tongue as well as their motherland."*¹³ (Kocherli F.New school. "Taraggi" newspaper, 1909, September 1).

In the second half of the 19th century in Azerbaijan, a great way of development and the ideas of enlightenment did not bypass the creativity of S.A.Shirvani, who wrote the textbooks "Rabiul-atfal" (1877), "Tajul-kutub" and "Ahwali-anbiya" for teaching Sharia textbooks. he prepared a textbook called "Muntakhabat", which he could not publish. It was printed by H.Z.Taghiyev in 1895¹⁴.

Abbasgulu Agha Bakikhanov (1794-1847), who rendered invaluable services in the development of Azerbaijani education and had encyclopedic knowledge, in his work "Tahzibul-akhlaq" and the textbook "Kitabi-nasayeh" ("Admonitions") for the formation of children's literature in terms of spiritual, moral and pedagogical issues. played a fundamental role.

¹³ Köçərli, F. Yeni məktəb // Tərəqqi qəzeti. – 1909, 1 sentyabr. – s.1.

¹⁴ Xəlil, Z., Əsgərli, F. Uşaq ədəbiyyatı / Z.Xəlil, F.Əsgərli. – Bakı: ADPU, – 2007. – s.77.

In the first half of the 19th century, the creativity of Gasim Bey Zakir (1784-1857) in the training and education of the young generation gave impetus to the formation of national children's literature. F.Kocherli and A.Shaiga wrote: *"... Zakir's stories contain very appropriate proverbs, proverbs and purely Turkish expressions, which in the eyes of his master are worth gold", "he is a real national poet. It is considered a mirror of its time."*¹⁵

M.Sh.Vazeh (1792-1852), who worked tirelessly in the first half of the 19th century, did a lot of work for our national children's literature during his lifetime.

The poet Mirza Nasrullah Dida (1797-1875), who worked in the field of pedagogy, saw the need for new textbooks and reading materials for progressive schools and wrote the textbook "Kitabul-nasayeh" (1857). This also played a guiding role in writing textbooks.

I. Gutgashinli's (1806-1869) story "Rashid Bey and Saadat Khanum" is considered the first example of Azerbaijani realist prose. Literary critic M.Alioglu (1928-1973) wrote: *"... In fact, the love line in the story is shown in order to interpret the heroes' outlook on life and new moral ideas."*¹⁶

The great thinker M.F.Akhundov (1812-1878) directed Azerbaijani literature in a new direction and said that *"...admonitions and sermons are useless after the childhood period of humanity has passed." M.F. Akhundov "sees the way to achieve social justice and improve life in science and education, opposing religion, despotism and foreign oppression, fighting for the ideals of democracy and equality"*.¹⁷

Mirza Alakbar Sabir Tahirzadeh (1862-1911), considered one of the successors of the school of satire, as the founder and standard-bearer of our revolutionary satirical poetry, played an exceptional

¹⁵ Köçərli, F. Azərbaycan ədəbiyyatı: [2 cildə] / F.Köçərli. – Bakı: Elm, – c.1. – 1978. – s.376.

¹⁶ Əlioğlu, M. Tənqidçinin düşüncələri / M.Əlioğlu. – Bakı: Azərnəşr, – 1968. – s.31.

¹⁷ Hacıyev, T. Azərbaycan ədəbiyyatı tarixi: [2 cildə] / T.Hacıyev. – Bakı: Elm, – c.2. – 2007. – c.98

role in the progress of Azerbaijani culture, education, artistic and public opinion.

A new state structure, unprecedented in human history, the Bolshevik rule disrupted the sequence of the natural creative process in national literature. Ahmet Agaoglu, Ahmet Jafaroglu, M.A.Rasulzadeh, Almas Ildırım, Huseyn Baykara, Mirza Bala Mammadzadeh, Abdul-Wahab Yurdsevar, etc. Being subjected to unjust persecution, they lived and created far from the homeland.

AWS was established in 1928, non-members were exiled and shot. National ideological idea, writers such as S.Huseyn, S.S.Akhundov, A.Javad, C. Mammadguluzadeh, Y.V.Chamenzaminli, M.Mushfiq, B.Talybli, B.Chobanzadeh, S.Vurgun, A.Ildirim, C.Jabbarli, M.S.Ordubadi lived in his creativity.

J.Mammadguluzade (1866-1932) made a great contribution to the development of children's literature, which has taken a new direction in Azerbaijan. He laid the foundation of realistic children's prose with his stories.

Azerbaijan sees the development of enlightenment in Rashid Bey Efendizade (1863-1942), the spread of science and culture, he did not spare his service to the development of children's literature.

Abdulla Shaig (1881-1956) worked as a teacher for 35 years, won the honorary title of "Memorial teacher", promoted the development of education with his programs and twelve textbooks, and expressed the beauty of every corner of the Motherland in his poems and stories.

S.M.Ganizade (1866-1937) left an incomparable mark in children's literature in his half-century of pedagogical and literary activity. Together with M.Mahmudbeyov, he opened the first Russian-Muslim school of a new type for boys in Baku, prepared the textbooks "Istilahı Azerbaijan" (1889), "Key to Literature" (1900).

Writer A.Hagverdiyev (1870-1933) is one of the outstanding figures of realist Azerbaijani literature, who is not indifferent to children's literature and left a valuable legacy.

Abbas Sahhat (1874-1918), who showed a strong tendency to realistic creativity and made an invaluable contribution to the development of children's literature, together with M.Mahmudbeyov,

compiled textbooks called "Yeni skol" (1909), "Turkish Alphabet", "Gulzar", "Second Year".

He gained fame in the history of 20th-century Azerbaijani children's literature. Akhundov (1875-1939) was a master teacher.

S.Rahimov (1900-1983), a prolific writer of Azerbaijani literature, wrote "Aynali", "Kapez", "Mother's Monument", "Brother's Grave" and others. played a big role in children's lives with his works.

People's writer Ali Valiyev (1901-1983) did not forget children and conveyed his educational ideas to them through the language of images in his works.

M.C.Pashayev (1908-1978), an outstanding expert of 20th century Azerbaijani literature, an honored scientist of the republic, made a great contribution to the education of the young generation.

The decision "Measures on the future development of Soviet children's literature" dated March 26, 1969 had an impact on the creativity of Azerbaijani writers.

In the third sub-chapter of Chapter II, **"Mutual literary relations regarding children's literature in the works of Azerbaijani and Russian writers"**, it is noted that Azerbaijani children's literature had a complex, historical period. At the beginning of the 20th century, the role of the teaching of our mother tongue and national textbooks in this field is great. Some works of Russian writers were used in textbooks. S.A.Krylov's stories, A.S.Pushkin's tales, M.Y.Lermontov's poems, and L.Tolstoy's stories considered humanistic ideas as a driving force.

Prominent Russian critic V.G.Belinsky (1811-1848) analyzed the literary process of this period and wrote: *"That's why everyone rightly considers Lomonosov the father of Russian literature."*¹⁸

The history of Azerbaijani-Russian literary relations dates back to the Russian-Iranian war.

In the 19th century, together with S.Grigoryev, M.Sh.Vazeh prepared the two-part "Muntakhabat". This is one of the first national textbooks.

¹⁸ Belinski, V.Q. Seçilmiş məqalələr / tərc.ed. M.Rzaquluzadə, red. Q.Musayev. – Bakı: Uşaqgənclənəşr, – 1948. – 140 s.

The theme of the East, the life of Muslims occupies an important place in A.Mitskevich's "Crimean Sonnets", A.S.Pushkin's "Crimea", "Caucasus", "Imitation of the Koran", Leo Tolstoy's "Haji Murad" and other writers. A.Griboyedov, who participated in the Caucasian War. they wrote artistic and journalistic works, notes, and letters about it.

Researcher of Azerbaijani-Russian literary relations prof. M.Z.Sadikhov pointed out that Count S.F. Paskevich, a participant in the Caucasian War, *"liked the poems of Russian romantic poets in which people were in the background, and his military prowess was depicted in the center".*¹⁹

In the works of A.S.Pushkin and M.Y.Lermontov, the Russian-Muslim text was perfected both in terms of content and poetics, and became an integral part of Russian literature.

Bestujev-Marlinski's important works depicting Caucasian Muslims are "Ammalat Bey" (1831) and "Molla Nur" (1836).

The intersection of two types of Muslim and Russian tradition in the poems "Tilism" and "Stranger" in the work of A.S. Pushkin, which gave a strong impetus to the development of children's literature, is noteworthy:

*"What will I do? What will happen to me?"*²⁰

In the 1980s and 1990s, Rashid Bey Efendiyev, Firudin Bey Kocharli, Ahmed Javanshir, and Mammadsadiq Efendiyev translated Pushkin and quoted in their works and articles.

In 1937, as another clear example of Azerbaijani and Russian literary relations, "Captain's Girl" (M.Anvar), "Tunc Atli" (A.Javad), "Black Hammer Girl" (M.Jabbar), "Journey to Erzurum" (R.Mikayil), "Fisherman and fish tale" (M.Seyidzade), "Gypsy" were translated and published. Pushkin's works such as "Eugene Onegin", "Tales", "Dubrovsky" also led to the creation and formation of Azerbaijani and Russian literary relations.

¹⁹ Садыхов, М.З. Очерки русско-азербайджанско-польских литературных связей XIX века / Садыхов М.З. – Баку: – Азернешр, – 1975. – с.54.

²⁰ Сахаров, В.И. Поэзи и «дети вдовы». Новое о масонских связях А.С.Пушкина (по архивным материалам): [электронный ресурс] / URL: <http://www.masonry.ru/articles/a1.htm>

The works of Nikolay Vasilyevich Gogol, who lived only 43 years, directed the development of the literary process in Azerbaijan.

Ivan Sergeevich Turgenev influenced the rise of Russian artistic prose to a new realistic peak and the creativity of his contemporaries.

N.S. Leskov's work, like other writers, had a positive impact on Azerbaijani children's literature in terms of the richness, breadth, and artistic specificity of life materials.

The works of Leo Tolstoy dedicated to representatives of local people in the Caucasus also played a role in the Russian literature of the 19th century.

A.Divanbeyoglu's "Fear of God", "Fahla" stories, S.S.Akhundov's "Nuruddin", R.Efendizade's "People need each other", S.Musabeyov's "Compassionate wife", J.Bunyadzade's "Perfect and Smart", R.Mehralibeyova's "Compassionate person" etc. works benefited from these influences.

The work of V.G. Korolenko had a strong influence on the development of children's literature in Azerbaijan.

In the middle of the 19th century, the grammar books created by the first Azerbaijani linguist, Professor Mirza Kazim Bey, who was famous in Russia and Europe, provided unparalleled service to Russian intellectuals. Mirza Kazim Bey said that Russian intellectuals have yet plucked very few flowers from the blossoms of Eastern literature.

M.Gorkin's desire to create a new children's literature, "Detskaya literatura" magazine in 1932-1941 also gave a great impetus to the development of children's literature.

In 1990, the peoples of the SSR were separated from certain influences and events. This rotten, senseless, paper-based Soviet government fell.

Chapter II is called "Stages of development of Russian children's literature". Chapter 2.1. In the sub-chapter "Historical overview of Russian children's literature", the Russian literature, which covers a period of 700 years and is called "Ancient literature" until the 18th century, is distinguished by a number of features.

The change in the life of each nation is reflected in its literature. There is no information about the life of the Slavic and Russian tribes before the 9th century. Russian tribes lived around the rivers Dnieper, Oka, Tripat, and Volkov, according to Russian chronicles (letopisin) of the 10th century and Russian chronicles of the 11th and 12th centuries.

The Russian chronicle "Epic of Igor Polk" showed Russia among the most powerful European states. The city of Kiev was the center of the ancient Russian state. In the 10th-11th centuries, they became pagans, and in 988 they accepted the new Russian Christian religion. Adoption of this religion caused a great change in Russian culture.

Based on historical sources, they divide the development stages of Russian children's literature into four chapters:

I. Ancient Russian children's literature of the 9th-17th centuries

II. Russian children's literature of the 18th century

III. Russian children's literature of the 19th century IV. Rus
uşaq ədəbiyyatı XIX əsrin sonu – XX əsrin əvvəli

Krylov's first play was written in 1788. His first book, published in 1809, contained 25 fables. All 209 fables, printed in Russian and French, were aimed at shaping children.

A. Gertsen expressed the fact that the development of children's literature in the second quarter of the 19th century coincided with the time of cruel Nicholas I: *"Deep sadness enslaved the hearts of all wise people."*²¹

Literary, critic, academician A.V. Nikitin (1804-1877) wrote about the laws of the strict regime in these bloody years in his work "Notes in the Diary" ("Записках и дневниках") "they destroy us under the strict regime".

On March 30, 1832, the young poet N.M. Yazykov appealed to Moscow: *My poems were marked for publication in a collection. That's why it doesn't allow censorship. ("I had a plan to publish a collection of my poems. Censorship did not miss...")*²²

²¹ Герцен, А.И. Собрание сочинений [в 30-ти томах] / А.И. Герцен. – Москва: Академия Наук СССР, т.8. – 1956. – с.210.

²² Языков, Н.М. Свободотысящая мера // – Москва: Стихотворение. Поэты. Жизнь Николая Языкова. – 1998. – с.217.

Despite all these difficulties and pressures, 609 of the 862 books published in 1829-1854 were original, and 353 were translations.

108 issues of "Literaturnaya gazeta", which began its activity in the second quarter of the 19th century, were published.

L.N.Tolstoy opened a unique creative path in children's literature with more than 100 stories, fairy tales, plays and dramas.

Researchers called the creative period at the end of the 19th century and the beginning of the 20th century: *"the transition to the new third stage of the liberation movement in Russia and the period when the proletariat was the only revolutionary class until the end" proletariat, the only until the end revolutionary class»*).²³

At the end of the 19th century, A.P.Chekhov (1860-1904) made his mark as a follower of L.N.Tolstoy's work in the children's world with his works written for children and for children.

In 1901, 3,243,000 books were published, and in 1913, 6,000,000 books were published, and 70 magazines were published in 1901-1917. That's why the 20th century was called "vek ребенка".

In 1913, Alexander Blok (1880-1921) wrote the works "Сказки" ("Fairy Tales") and "Круглый год" ("The Whole Year") for children, using children's folklore and classical literature.

S.Yesenin (1895-1925) wrote about their lifestyle in the collection "Zaryanka" (1914-1915) prepared for children.

Appreciating ancient Russian literature, M.Gorky wrote: *"There is a lot to learn in our ancient literature."*²⁴

The weight of the development of children's literature in Russia was on the shoulders of Belinsky, N.G.Chernishevsky and N.A.Dobrolyubov. Babushkin, who applauded the children's magazine "Family Evenings" (1859-1874), wrote: *"Whoever is hostile to religious and social morals, he is like a person who loosens the pillars of a building and throws himself under that building."*²⁵

²³ Зубарева, Е.Е. Детская литература / Е.Е.Зубарева. –Москва: Высшая школа, – 1989. – с.141.

²⁴ Горький, М. Сборник сочинений / М.Горький. – Москва: Художественная литература, – т.27, – 1953. –с. 166.

²⁵ Бабушкин, А.П. История русской детской литературы / А.П.Бабушкин. – Москва: Учпедгиз, – 1948. – с. 249.

In sub-chapter 2.2 "Phase-by-stage development period of Russian children's literature", the path of development of children's literature - history coincides with the exact stages of Soviet literature.

The development of the new era begins with the 20th Congress of the CPSU and continues until the 1980s. Soviet children's literature was built on the shoulders of M.Gorky, A.Serafimov, A. Nevrov, V. Mayakovsky, K.Chukovsky. 72 books for children were published in 1918-20. The works of Russian and foreign classics are collected here.

In 1919-20, M. Gorky wrote in the first children's magazine "Северное сияние" ("Northern Lights") in the Soviet period. "Lito zvezd" ("To the star") and other works were published in the publishing house.

In 1922, at the 11th Congress of the Communist Party of the Soviet Union (b), a particularly unexpected decision was made: *"Literature for working-peasant youth, which could be opposed to the influence of the emerging vulvar literature and contribute to the communist education of the youth."*²⁶

In 1930, the Union of Writers was established. In 1934, the First All-Russian Congress of Writers was convened. S. Y. Marshak gave a speech entitled "About big literature for children".

"Timur and his team", "Two captains", "Cheremyshev - brother of the hero", etc. works are a worthy example of these ideas.

Despite the fact that it coincided with the war years, the development of children's literature had become a general issue: "The public is waiting for a writer of artistic, open, true life, which has always been the essence of the present art".²⁷

Writers' Union, Academy, Children and Youth publishing house, Moscow orphanage and its branch in Leningrad published the annual magazine "Детская литература".

In 1959, at the III Congress of Writers, the writer A.Surikov answered all the questions in his speech

²⁶ КПСС в резолюциях и решениях съездов, конференций и Пленов ЦК / – Москва: Политиздат, – 1970, – т.2, – с.362-363.

²⁷ Материалы XXVII съезда КПСС / – Москва: Политиздат, – 1986. – с. 90.

In 1967, at the IV Congress of All-Soviet Writers, S. Mikhalkov spoke about children's literature, in 1970, A. Barto at the III Congress of Writers of the Russian Federation, and in 1980, at the V Congress of RF Writers, S.Mikhalkov spoke about children's literature.

At the 8th Congress of the Union of Writers of the USSR (1987), writers and critics were given the following task: *"Never turn away from the anxiety of the modern world, from the life of our nation... Responding to the party's program requirements, each of us must persistently and purposefully reveal creative reserves in the method of socialist realism." , selflessly serves to improve the ideological and artistic quality of literature, its impact on life»*²⁸

Chapter III is called "The place of Azerbaijani and Russian children's poems in literary poetry". Our national leader Heydar Aliyev said: "There is no other tool that affects people as much as poetry and literature, and has such a strong influence on the spirituality, morals, upbringing, and formation of ideas of humanity."²⁹

3.1. In the sub-chapter "Emergence of Azerbaijani children's poetry"

Until the 7th century, there was talk about different periods of development of our literature and culture. The artistic description of the beings in our life is literature. The history of poetry is the history of our literature. Turkish literature rooted in poetic spirit has a history of twelve thousand years. The Arabs who invaded Azerbaijan destroyed all material and spiritual signs, burned historical documents and literary materials.

*"Arabic language, medieval literature is a cultural heritage created, developed and shaped by different nations. One of the main creators of this heritage was the people of Azerbaijan."*³⁰

²⁸ Восьмой Съезд писателей СССР. Стенографический отчет / – Москва: Советский писатель, – 1987. – 501 с.

²⁹ şerqqapısı.az

³⁰ Azərbaycan ədəbiyyatı tarixi / Bakı: Az.SSR EA nəşriyyatı, – c.1. – 1960. – 588 s.

The owners of thought, who lived and created in the VII-VIII centuries and were called mawali (forcedly accepted the influence of the Arabs) poets, elevated the Azerbaijani taste, spirit, and thinking in Arabic poetry and elevated them to independence.

"(The pen) has destroyed how many cruel enemies with its tip?!" (Mansur Tabrizi).

In the 13th-14th centuries, Mongol slavery brought a hard time to Azerbaijan and destroyed our culture and literature.

Our literature has been developing in the national language since the 13th-15th centuries, reaching a high peak in the 16th century. Habibi, Kishvari, who lived and created in Tabriz, Shah Ismayil Khatai, who created works in three languages, Fuzuli, the most prominent poet of the 16th century, played a positive role in the development of Azerbaijani poetry.

In the 17th century, oral folk literature was also developing strongly. The creators of the 18th century Azerbaijani lyrics were artists such as Vagif, Vidadi, Illat Gasim, Aga Masih, Nijat.

The historical path of our literature of the 19th century is considered a rich, productive, but at the same time contradictory period.

In the second half of the 19th century, the number of love poetry and ghazal poets increased: S.A.Shirvani, K.Natavan, Kamina, M.A.Novras, B.Shirvani, Khalkhali, etc. There were poetry gatherings in Karabakh, Baku, Shamakhi, Ordubad, and Lankaran. Followed by M.A.Sabir, M.Hadi, Abbas Sahhat, A.Shaig, R.Efendiyev and others. was.

Radical changes took place with the establishment of the Azerbaijan Democratic Republic. Baku State University began to operate, 92 newspapers and magazines were published (42 in Turkish, 44 in Russian, and 6 in other languages).

F. Kocherli's book "Gift for Children" was considered the most beautiful teaching aid. Our intellectuals, who saw the salvation of the motherland and the people in enlightenment, prepared important and suitable textbooks and materials for schools, which played a fundamental role in the history of pedagogical thought of Azerbaijan in the first decade of the 20th century.

The arrival of the socialist regime destroyed the newly established People's Republic. Until 1953, strong persecutions and repressions dealt a heavy blow to children's poetry.

On October 24, 1962, the state of children's literature in Azerbaijan was discussed at the meeting called by the UAW. At the 6th congress of Azerbaijani writers held in 1976, M. Jafarov spoke on the topic "Azerbaijani children's literature between the two congresses".

In a turbulent period of political struggles, the Union of Writers, together with the Ministry of Public Education, held a conference on "Children's literature problems" on September 25, 1992. Speaker G. Namazov spoke at the conference and talked about the problems.

The second sub-chapter of chapter III is called "The role of M. Dilbazi, N. Rafibeyli and X. Alibeyli in Azerbaijani children's poetry in the 60s-80s".

Starting from the beginning of the 60s, examples of poetry appeared that enriched our literature. People's writer Anar clearly shows this point in his opinions on this issue and says: *"We did not have our own critics from the generation of the 60s Either prose or poetry branches of fiction were able to do what they could."*³¹

N.Shamsizade clarified the history of poetry with his opinion: *"For about a thousand years – from the 9th century to the 19th century, literature existed in Azerbaijan in the form of poetry - lyrical type."*³²

V.Yusifli also had a different approach to the poetry of the 60s: *"Polyphonism of the style attracted particular attention in the poetry of the 60s. Individual styles gradually matured and created diversity in poetry"*.³³

The swallows of the first formative years of culture, education and literature in Azerbaijan in the 1960s-80s were R. Rza, N. Rafibeyli, M. Dilbazi, A. Cemil, M. Rzaguluzade, M. M. Seyidzade,

³¹ Müasir Azərbaycan ədəbiyyatı / – Bakı: Bakı Universiteti, – c.1.– 2007. – s.6.

³² Şəmsizadə, N. Ədəbiyyat nəzəriyyəsi / N.Şəmsizadə. – Bakı: Ozan, – 2012. – s.15.

³³ Müasir Azərbaycan ədəbiyyatı / – Bakı: Bakı Universiteti, – c.1.– 2007. – s.6.

T.Elchin, T.Mahmud, Kh. Alibeyli, A.Jamil, F. Sadig, etc. They were masters of words who left traces in literature.

Bright talents such as Ali Karim, Kh.R.Ulutürk, M.Araz, N.Hasanzade, Fikret Goca spoke from the national aesthetic needs of the new era.

As a children's writer, M.Dilbazi paid attention to craftsmanship and achieved his goal. He wrote in the article "To the runaway children of runaway fathers": *"Beautiful children! You have a great future. When I look at the morning sun, I always think of you. Have you seen how the sun rises on a spring morning? This is very strange; there are so many beautiful colors on the horizon that it is impossible to describe it in words. There is such a pleasant warmth coming from the sun that you should not only see it, but also feel it. The birds got up so early that they all seemed to greet the sun. Your future is as beautiful as the first morning of spring."* M.Dilbazin uşaqlara olan münasibətini şeirlərində və kitablarında müşahidə edirik.³⁴

M.S. Ordubadi, a prominent prose writer who was familiar with his works when he was just starting to create, said: *"Little Mashati came to Azerbaijani poetry."*³⁵

The beautiful poems written by the poet for children are "Aisha's mother", "Bird of life", "Young girl's dream", "First spring", "Swallow", "Flower season" and others. occupies one of the most beautiful places in children's lives and spiritual world.

Zahid Khalil rightly says: *"The language of M.Dilbazi's children's poems and fairy tales is classical, simple and plastic, distinguished by its high mastery, and wins the love and sympathy of young readers."*³⁶

M. Dilbazi, as if she was the grandmother of our world called Azerbaijan.

³⁴ Əhmədova, Ə.Y. Bu ellərə vurulmuşam / Ə.Y.Əhmədova. – Bakı: Yazıçı, – 1978. – s. 43.

³⁵ Xəlil, Z., Əsgərli, F. Uşaq ədəbiyyatı / Z.Xəlil, F.Əsgərli. – Bakı: ADPU, – 2007. – s.186.

³⁶ Xəlil, Z., Əsgərli, F. Uşaq ədəbiyyatı / Z.Xəlil, F.Əsgərli. – Bakı: ADPU, – 2007. – s.190.

"These stories, which have a natural flowing language, remind me of a verse poem."³⁷

In the poetic examples, the love of the country, the flowers of the native land, the success of labor, the joy of victory, and the fragile winged dreams from the heart are echoed. Although this place consists of gray deserts and steep cliffs, it is beautiful, because this is the Motherland. Living here is life. This is a Tale, an Epic, an Epic of educating children who are the owners of the future.

There is also extensive information about Nigar Rafibeyli. His first work called "Chadra" was published in 1928 in "Dan udulzdu" magazine, and in 1934 his first book was published under the title "Poems".

Since 1934, Nigar Rafibeyli was a member of the Azerbaijan Writers' Union, in 1967 he was awarded the title of Honored Worker of Culture of the Azerbaijan SSR, and in 1980 he was awarded the title of "People's Poet".

Within the poet, his poetic nature is natural and lyrical with his talent, in his work we see a heart that sings to nature, people, beauty and purity. In the poem "Tahir and Shahnabad" he touched very beautiful educational ideas and topics with the power of poetry.

Anar described the productivity of her fifty years of literary activity as follows: "My mother could not write one hundredth of what she could write. Family debt, motherhood duties, cares of a big house, prevented her creativity.

Still, he had a voice in the world of poetry. Children also had a share in 35 books. These poems, in which he expresses his love and concern for children, are in his books "My Bright World", "Little Hero" (1942), "The Sun's Answer" (1966), "Mastanin Balalari" (1968), "Spring Belongs to Us" (1978). He had a unique style of expression, a melancholy rebellion, he wrote concisely, clearly and comprehensibly.

B. Nabiyeu evaluated N. Rafibeyli's creativity with the expression "...the window of his heart was open to the world, to the living world."

³⁷ Again there, - p. 192.

N. Rafibeyli did not avoid children, did not forget his childhood, beauty to his life, light to his life, and he did not leave his beloved cubs without a share. Children under school age have a share.

Sometimes he spoke of flowers, sometimes of sweet sugar tongues, sometimes of deserts full of beauty, sometimes of hands that raised heroic sons and daughters.

"I am proud that children read my mother's poems with love even today. She will be reborn with every coming child, the baby generations of independent Azerbaijan will participate in her "Rabbit's birthday", said the poet's daughter Abdullayeva Guler.

Every time babies listen to the songs written by Kh. Alibayli: "Pear" music by Shafiga Akhundova, "Guest" music by Ogtay Zulfugarov, "Gunesh olarim me too" music by Hokuma Najafova - "Pearl", "Denizim Khazar", "Swallow's Joy", "I have five brothers", "What about me", "Hunter", "Santa Claus", "It's raining", "A peach", "Fake sick", "Throw me into the sun" and others. when reading his poems, "Aycan", "Jungush", "Rabbit's birthday", "Beauty of beauties", "Cranes shed feathers", "King of fruits", "Village doctor" etc. while watching his plays, you will be reminded of the "lady mother" of children's literature (in the words of B. Nabiyeu).

With the guarantee of H. Alibaylin, M. Dilbazi and M. Rzaguluzadeh, they were admitted to the membership of the Union of Writers. His first book was published in 1955 under the name "The Little Doctor" with a circulation of 30,000 copies. H. Alibayli, who devoted her life to the development of children's literature, was awarded the title of Honored Art Worker in 1991, the State Award of the Azerbaijan SSR, and the title of "Woman of the Year" in 1998. In 1972, he was awarded with the Order of Honor of the Supreme Soviet of Azerbaijan, and in 1999, our National Leader Heydar Aliyev presented the presidential scholarship.

He started and continued his literary activity with children's poems. He wrote and created all his works in an easy language that children can understand until the last day of his life

Moral values, decency, respect and loyalty were the main core of the creativity of our devotee, Khanimana Alibeyli, who held a lamp on the paths of children's literature.

Lady mother of children, Lady, a white bird with a prophetic character, who blessed us with her poems, looked at our future with great hope, May the troubled soul of our Lady rest in peace, be happy that Karabakh is Azerbaijan!

The third sub-chapter of chapter III is called "Russian children's poetry in the 60s-80s of the 20th century: Agnia Lvovna Barto, Yelena Aleksandrovna Blaginina, Irina Petrovna Tokmakova".

In the work of Vissarion Belinsky, a prominent Russian critic and writer, special attention was paid to the development of children's poetry: *"The book is the life of our time. Everyone needs it, including children. It is all about choosing a book for them, and first of all we agree that reading the wrong book is worse and more harmful for them than not reading at all."*³⁸

A number of poems, poems and fairy tales of the Russian writer Korney Ivanovich (Nikolai Vasilyevich Korneychukov) Chukovsky were included in the Golden Fund of Russian children's literature. He was a master of fairy tales and a theorist of children's literature.

Although Pushkin's fairy tales and Krylov's fairy tales were written for adults, they were also loved by children and have not lost their importance even today.

The literary formula of M.Svetlavi's spiritual world is the motto: *"Man is a friend and brother to man."*³⁹ His creativity serves this field.

In all times of history, great, genius people called society to read. The famous Russian writer A.P.Chekhov said that endless reading is necessary. Reading can shape children and teenagers as people.

A.Barto's views are relevant even today: *"I would say that it is necessary for a children's writer to have a strong sense of modernity*

³⁸ Belinski, V.Q. Seçilmiş məqalələr / tərc.ed. M.Rzaquluzadə, red. Q.Musayev.
– Bakı: Uşaqgəncnəşr, – 1948. – s.8.

³⁹ az. strategy.az

in particular. After all, he writes to shape the character of the man of the future."⁴⁰

Children's literature is an educational work. "Literature is a textbook of life." Education is a big job.

The works of Sergei Mikhalkov (1913-2009), a prominent figure of Russian children's poetry and literature, who headed the Writers' Union of the Russian Federation for more than 20 years, was awarded the Order of Lenin and other medals three times, "Everything starts from childhood", (1968) "Signs of the times". (1976) and others. serves the education of the young generation with his books. S. Mikhalkov, who was the editor-in-chief of the satirical magazine "Fital" since 1962, wrote the anthems of the USSR and independent Russia in 2001. In 1943, the anthem became popular after Stalin liked it.

Russian children's literature – poetry, prose was the rich capital of world culture. Nikolay Dobrolyubov wrote: *"There is no need for a general description – it is necessary to provide children with concrete life scenes that are absorbed by the author's vivid emotions, not general judgments."*⁴¹

Gaining happiness, getting high, and fighting to reach the white days is also possible with the power of passion and spirit. This can be done with the help of poetry - literature.

Agnia Lvovna Barto (Getel Seybovna Volova) (1901-1981), famous for her work in children's literature and expression of beautiful ideas, was born in a Jewish family in the town of Kovna near Moscow. Her father Lev Nikolaevich was a doctor. Her mother was a housewife.

Agnia Barto studied both at the gymnasium and at the ballerina school. Barton, who recited a poem at an event held in 1924, was invited by Lunacharsky, the first minister of education of Russia, and offered to become a children's writer. She becomes a famous poetess.

After his book "Игрушки" ("Toys"), published in 1936, Barto became very famous.

⁴⁰ Барто, А. // Литературная газета. – Москва: – 1978, 17 мая. – с.3.

⁴¹ az. strategy.az

Agnia Barto, who was always among children, published more than 30 books reflecting their dreams and thoughts. In 1947, she began to help those who lost their loved ones and experienced the breakup of their parents.

Agnia Barto's work was published and loved many times not only in Russia, but also in Azerbaijan and other foreign countries.

Yelena Aleksandrovna Blaginina (1903-1989) graduated from the Kursk Marina gymnasium between 1913 and then the Pedagogical Institute. She came to Moscow in 1923 and studied at the party school named after V. Y. Bryusova in 1925. She worked in "Izvestiya" newspaper for several years. She marries the poet Georgy Nikolaevich Oboluev.

In 1921, she entered literature with her first poem "Девочка с картинкой", and in 1940 she became a well-known children's poet. In 1942, she wrote "Lisa. A cartoon called "Зайц и петух" is being shot. In 1946, she prepared a program for children on the radio, of which she was both the editor and the presenter. In 1969, Y. Blaginina's poems were sung in the "Kolobok" magazine with her own voice, the magazine was published with a gramophone sound.

She has been known by the name of the author since 1933. For several years, she was the editor of the children's magazines "Murzilka" and "Zateinik".

More than 40 books of Y.P. Blaginina's works, translations and fairy tales have been published. The writer Korney Chukovsky called her poems "pure gold" ("Чистым золотом") examples of poetry.

I.P. Tokmakova (1929-2018) was born in Moscow, Russia. She is a children's poet, a translator of poems, and the author of several famous short stories. She graduated from the Faculty of Philology of MSU in 1953, and after postgraduate studies, she studied linguistics. Her attitude towards children started with her translations and became famous. Her first translated book was Swedish folk songs, she introduced children to the works of English, Spanish, Italian, Dutch and other writers. A rich treasure of children's literature – 312 books of I.P. Tokmakova were printed and donated.

Tokmakova's work was highly appreciated and received various prizes and awards. In 2002, she received the Russian

Literature Prize named after Alexander Green, on June 5, 2003, the Russian State Prize, and in 2008, he received the "For Service in the Field of Education" prize.

Chapter IV "Azerbaijani and Russian children's prose in the 60-80s", and the first half of this chapter is "4.1. It is called "Emergence of national children's prose in Azerbaijan".

No matter how instructive Azerbaijani prose is, children's literature has its own specifics, subject area, style of expression, ideas, and themes. Our national children's prose is fluent and rich.

According to the Treaty of Turkmenchay (1828), we became a colony of Russia. Although we were enslaved, as a result of the activities of our progressive intellectuals, the people were not left out of the literary, cultural and pedagogical environment.

Azerbaijani children's literature entered a new path of development in the 70s and 80s of the 19th century. Textbooks and collections printed in these years were considered more satisfactory.

On August 2, 1829, the first charter of Transcaucasian schools was approved. The official history of opening European-style schools in Azerbaijan has begun. In 1875, a "Russian-Muslim" school began to operate in Salahli village of Gazakh district. Mother tongue schools opened by S.A.Shirvani in Shamakhi, Safarali Bey Valibayov, M.Navvab in Shusha, M.T.Sidgin in Ordubad ("Akhtar"), Nakhchivan, Mashadi Molla Ismayil Kazimov in Yerevan were very important achievements.

Textbooks to be created in the native language were not easy to understand. Until the book "Rabiul-atfal" prepared by S.A.Shirvani in 1878, which he could not publish, Dementyev's "Alifba", "Fables and narratives for the first reading" and M.Sh.Vazeh and I. Grigoryev compiled in 1850 they had a "Kitabi - Turkish" textbook. Whenever children were born in this world, children's literature was also born from that time. Y. Brandis showed that the history of the formation of children's literature in world literature started directly from Aesop's fables.

One of the perfect areas of Azerbaijani children's literature is children's prose. Prose is a relatively young genre of our children's literature. Children's literature, which is required to have deep

cognitive significance and aesthetic beauty, is literature that creates moral factors such as friendship and birth. In this sense, children's literature has also made our people familiar and loved⁴².

The works of progressive Russian writers were translated into Azerbaijani and included in textbooks. Krylov's fables, A.S. Pushkin's tales, Leo Tolstoy's stories enriched not only children's literature, but also Azerbaijani literature with a new content.

In 1882, A.Chernyaevsky published "Motherland language" with the help of Azerbaijani students at the Gori seminary. In the translation of R. Efendiyev, I.A. Krylov's work "Fox and grapes" was also given.

In 1918-1920, the first democratic state was established in the East. This state left deep traces in the history of the Azerbaijani people.

In these years, the children's prose of J.Mammadguluzade, A. Shaig, A.Hagverdiyev, Y.V.Chamanzaminli, S.Huseyn, T. Shahbazin and others. was developing in his creativity.

On January 17, 1931, the current situation, development and issues were discussed at the First Children's Literature Conference.

The 60s-80s were etched in memory as a different, memorable era, the destiny of Azerbaijani children's prose.

In the works of the heroes Elchin, M.Ibrahimbeyov, and H.Abbaszade, who stand in a realistic position in Anar's work, humanistic ideas and the unusualness of the children's world are revealed.

In the 1960s and 1980s, Azerbaijani children's prose was not frozen, but constantly changing with different themes, because the growth of the thinking horizons of growing children led to the birth of new images. The tragedy of January 20, the Karabakh war divided our spiritual world, extinguished the light of our life, but could not destroy it. On the contrary, it created a sense of combativeness, belligerence, created new colorful works.

The savior-captain national leader Heydar Aliyev drove away the dark clouds over our country. The people began to look forward

⁴² Vəfəli, A. Turacın mahnısı: şeirlər və poema / A.Vəfəli. – Bakı: Yazıçı, – 1972. – 141 s.

to tomorrow with great hope. As our independence strengthened, a new generation appeared in the field of children's literature, along with the elderly, middle, and young generation.

The second sub-chapter of chapter IV is called "Azerbaijani children's prose in the 60s-80s of the 20th century: A. Babayeva, A. Ahmadova's activities in the field of children's prose".

As an important stage of Azerbaijani children's literature, our writers, who are known for their literary examples in the children's prose of the 60s-80s, who left a mark, were able to create a literary and spiritual environment.

Along with the joy of the 44-day war, which we ended today with the determination to win, great enthusiasm and enthusiasm, the pain, kinship, bravery and fearlessness of our martyrs and veterans will be the theme and main line of many more works.

Alaviya Babayeva (1921-2014), who played a role in the development of Azerbaijani children's prose, a wonderful storyteller, prose writer, translator, entered the Medical Institute with the desire to become a doctor, but realized that her life was connected with literature, and therefore she entered the Faculty of Philology of ASU.

She started his literary activity in 1936 with the story "Two lives" published in "Adabiyat newspaper". In 1950, her first book entitled "My Teacher" was published based on his stories published in "Adabiyat Gazete". She was a member of Azerbaijan Writers' Union since 1951. She devoted 77 years of his life to writing - creation, artistic translation. She had 63 books published, 9 novels. Alaviyya Khanum is the Azerbaijani woman whose works have been translated into world languages the most.

In the 60s and 80s, one of the creators of Azerbaijani children's prose, A. Babayeva realized the positive qualities and problems she wanted to see in people in her stories.

Mushkunaz ("Colorful people"), Babir ("The last turn"), Bulut ("Maybe tomorrow didn't happen"), Shirin ("Goodbye"), Elkhan Bilandarli ("Where are you friends, where are you") and others. In her works, the heroes have preserved their spiritual purity, and

correctly summarized the bright, positive rock that she wants to see in the faces of the characters.

In 1979, she was awarded the honorary title of Honored Cultural Worker of the Azerbaijan SSR. She suffered a lot in life, but she did not break. They knocked him down, he got up. She was a very proud woman. She wished for a victorious, victorious Azerbaijan, but she could not see it.

The development of Azerbaijani children's literature expanded in the 60s and 80s thanks to the work of many of our writers, strengthened its educational and moral influence, and continued its development.

One of such artists is Aziza Yahya gizi Ahmadova (1932-2003), a prominent representative of children's literature, after graduating from secondary school, she graduated from the Pedagogical College and the Faculty of Journalism of Baku State University. The young journalist started working in the "Children and Youth" publishing house. Her first story called "The Error of Korkhmaz" was published in 1957 in "Pioner" magazine.

Her first book "Henna Rocks" was published in 1967. The most productive period of his creativity coincides with the 60s and 80s. In these years, "Spring Snow", "Flowers Loved Him", "I've Been Touched by These Hands", "I've Broken a Heart", "I Look at Those Days", "The Light of Blue Eyes", "The Adventures of the Chimney with Carlson, Who Lives on the Roof", "My Flowers" ", the books "A whirlwind of love" were published. In the stories collected in her books, she described friendship, companionship, loyalty, honesty, and respect with all his might. Aziza Khanum, whose childhood coincided with the bitter days of the war, wrote works dedicated to the description of these events. "Lost childhood", "Then the snow was cold", "My grandmother and I", "I look back on those days" and others. works are like this.

A.Ahmadova's works are the golden pages of children's prose of the 60s and 80s, because S.S.Akhundov, A.Shaigin, A.We observe the influence of Valiyev, S.Rahimov, Mir Jalal Pashayev's style.

The third subchapter of chapter IV "The place of Zoya Ivanovna Voskresenskaya and Lyubov Fyodorovna Voronkova

in Russian children's prose in the 1960s-80s." is called The development of children's literature has always been on the agenda of Russian society. Back in 1986, the speakers of the Central Committee of the CPSU said about the development of children's literature: *"The role of children's literature increases immeasurably at the current stage of development of our society, when artistic discoveries from the writer are always waiting for the truth of life, which is the essence of true art."*⁴³

In recent years, by the decision of the Central Committee of the Communist Party of the Soviet Union, the activity of "Children's Literature", which is the main publishing house in all republics and regions, has expanded, and the circulation of periodicals has also increased. They reviewed the history, theory and criticism of children's literature and published articles in the collection "On Literature for Children".

In 1959, A. Surikov's speech at the III Congress of Writers, S. Mikhalkov "On the High Purpose of Soviet Children's Literature" in his speech at the IV All-Union Congress of Soviet Writers in 1967 emphasized the multi-nationality of the Soviets and said that the achievements made in these 50 years belong to everyone.

In 1981, at the VII Congress of Writers of the USSR and in 1986 at the VIII Congress of Writers, it was emphasized that the modernization and development taking place in the country, according to its scale, applies to both children's literature and all literature. In his speech, S. Mikhalkov said: *"Go and get to know the lives of children and young people, write works that guarantee that they will be fighters, patriots, and internationalists."*⁴⁴

Z.I. Voskresenskaya (1907-1992), who had a great role in the development of children's literature, was born in the town of Uzlova in the Tula region. She received primary education in the town. When he was 14 years old, she worked as a librarian in the 42nd Smolensk military battalion, in 1923 she worked as a preacher in the

⁴³ Sovet İttifaqı Kommunist Partiyasının XXVII qurultayının materialları / – Moskva: Vışşaya şkola, – 1986. – s.90.

⁴⁴ SSRİ yazıçıların VII qurultayının məruzələrindən / – Moskva: Xudojestvennaya literatura, – 1981. – 160 s.

camp of juvenile prisoners, in 1928 she worked in the department of the Zadneprovsky district commune of Smolensk city. In August 1929, a junior scout in the Department of Foreign Affairs in Moscow made her first visit to Kharbi. In 1929, they accepted her as a member of VKP(b). In 1932, she was permanently employed in the Department of Foreign Affairs in Leningrad. Between 1935 and 1939, she worked as an NKVD intelligence officer in Finland. Her legal position was the chairman of the Helsinki branch of "Inturist" VAO.

In 1956, she started her work as a pensioner with the rank of colonel. After her retirement age, she engaged in creativity with her mother's advice and this continued for 30 years. Between 1962 and 1980, her works were published with a circulation of 21,642,000. The flight of dreams has always been of interest in his works. People like Shurka, Fedya, Danil, Alyonka, who are the heroes of such works as "Geese, swans", "Shurka", "City girl", "Sunny day", "Fedya and Danilka", "Magic shore" have turned towards the sky towards their dreams, delivered from his language, recommended children to love and benefit from the natural world, to protect and help the development of the land.

In general, the creativity of Lyubov Fyodorovna is multifaceted. She enriched children's literature with a series of stories that expressed the characteristic features of children of different ages. Expressing the complex truths of life in a writer's style could only be characteristic of talented prose writers like Voronkova.

The talented writer Voronkova, who entered the world of literature with the power of her pen in the 30s, always writes about the interesting and bright world of children, is also attributed to the 80s. Because even in these years, her works are modern, her readers are enough, and children catch such magical feathers that she throws and tries to fly.

Finally, **chapter V of the dissertation is called "Azerbaijani and Russian children's folklore".**

The muse of literary examples rises on the wings of folklore. A high cultural level, scientific knowledge, attachment to the people's genius is an indestructible map of a bright path to the future of our

nation. This map is the meeting point of the Turkic peoples of the world. Folklore - folk knowledge, folk creativity, as folk wisdom, is an important field of the artistic word art.

M. Gorky explained that it is impossible to know the history of the working people without studying this field. Folklore always accompanies history in its own special way.

*"Ethnography is also of great importance in the study of folklore. Because people's life, everyday life, customs and traditions, ceremonies and holidays find their artistic reflection in folk creativity. For this reason, in order to study folk works well and properly research them, it is necessary to know the ethnography and genealogy of that people well. Therefore, in the scientific study of folk creativity, you need to take into account the history of the people, the characteristics of the people (ethnography), language and language history and dialects, and music."*⁴⁵

M. Gorky also conducted a lot of research in the field of folk creativity. He called writers and artists to use folk literature: *"The good works of the great poets of all countries have been glorified with all poetic generalizations since ancient times, taken from the treasure of the collective creativity of the people, to whom copies and types were given."*⁴⁶

The science of folklore studies in Azerbaijan begins with the writing down of examples of folk literature (XVIII-XIX).

H. Zardabi published his collected songs as a book in 1901, 1903, 1909. H. Zardabi valued folk art: *"Each tribe has songs that comment on the good and bad days of its citizenship and nation in the past, and these songs are passed down from mouth to mouth and are apt to unite."*⁴⁷

F. Kocherli is a great personality in the history of Azerbaijani literature. He appreciated the importance of folklore for education: *"A nation that loves its history, livelihood, homeland and language,*

⁴⁵ Heyət, C. Azərbaycan şifahi xalq ədəbiyyatı / C. Heyət. – Bakı, Azərnəşr, – 1990. 167 s.

⁴⁶ Горький, М. О детской литературе / М. Горький. – Москва: Детская литература, – 1968. – 432 с.

⁴⁷ Zərdabi, H. Türk nəğmələrinin məcmuəsi / H. Zərbabi. – Badukubə: Qubetnski upravleniyanın mətbəəsi, – 1909.

collects these works with enthusiasm and attention, keeps them as an investment, and begins the first education of its children by reading them."⁴⁸

S. Huseyn called this book "Gift to Children" "the first book" in the Caucasus, prepared in 1912: *"It introduces us to our village and awakens a national feeling in us towards our past".*⁴⁹

*"In particular, at the beginning of our century, the broad opportunities gained in the field of press created interest in collecting more folklore materials and made them popular. Attention was particularly drawn to the fact that in these years, the clarity of purpose and system was evident in the collection of folklore works."*⁵⁰

Hanafi Zeynalli was the chairman of folklore in the organized society, collected various types of folklore, published the book "Azerbaijani proverbs - proverbs" in 1926, and "Azerbaijani riddles" in 1927.

In the rich literary treasure of Azerbaijan, the breadth of epics, the wisdom of proverbs and proverbs, the playfulness and gaiety of anecdotes, the eloquence of couplets, the simplicity and depth of riddles, riddles, the elegance of lullabies, the sharpness of puns, etc. showed himself in the supreme existence of moral values.

One of the main branches of folklore of Azerbaijani Turks is children's folklore. A child's mind is playful. S.Vurgun, accompanying with the precision of a psychologist, wrote: *"A child's dream is mobile. Like a whimsical star, it is constantly floating and playing. He is like a butterfly that lands from flower to flower, from flower to flower. Constant movement is the ideal of children's movement."*⁵¹

⁴⁸ Köçərli, F. Seçilmiş əsərləri / F.Köçərli. – Bakı: Azərbaycan EA nəşriyyatı, – 1963. – 341 s.

⁴⁹ Kazımoğlu, S.Hüseyn. Balalara hədiyyə və ya Qafqazda birinci kitab // İqbal qəzeti. – 1913, 23 may. – s.2.

⁵⁰ Vəlixanov, V. Azərbaycan maarifçi-realist ədəbiyyatı / V.Vəlixanov. – Bakı: Elm, – 1983. – 189 s.

⁵¹ Vurğun S. Seçilmiş əsərləri: [VI cildə] / S.Vurğun. – Bakı: Elm, – c.6. – 1972. – s.39.

Children's folklore in two directions; enriched by the creativity of adults and children.

There are three types of children's folklore: small, lyrical, epic.

In the fluency of speech among children, the greatest help is the fallacies. According to the number of words and composition, fallacies are divided into two groups: simple and complex.

One of the minor types of children's folklore is the anecdotes related to the name of Molla Nasreddin, which is referred to as "wisdom syndrome". *"Molla Nasreddin is among the people, or together with the people, like the players at the holiday celebrations.....when he laughs, Molla Nasreddin is laughing at his own people, at himself. It is difficult to find any hostility in this smile."*⁵²

Children's folk games have served to protect humanistic human feelings, the good and keep traditions alive.

Proverbs and proverbs are poetic examples of ideal ideas that have taken on a certain weight of moral values. According to Javad Heyat, *"they are wise and miraculous words created by our ancestors and used as a life formula for themselves for centuries"*⁵³

A lyrical lullaby is called a lullaby. K.Chukovsky noted: *"Children get their first impressions of poetry when their mothers sing them lullabies and other such songs, in the period of infancy."*⁵⁴

These sad songs played no less role in children's lives than mother's milk.

One of the types of folklore created by adults are similes. Similarities have the strongest mechanism of influence on child psychology.

Dearness is the sweetest, sincere, enchanting example of poetry. Flirting, which is said starting from children's month, does not wait for the age difference. *"Likeness is the general name given to the genre. However, among them there are examples that are*

⁵² Xalq gülüşünün poetikası / Elmi red.A.Əmrahoğlu. – Bakı: Elm, – 2006. – s.112.

⁵³ Heyət, C. Azərbaycan şifahi xalq ədəbiyyatı / C.Heyət. – Tehran. – 1988. – 320 s.

⁵⁴ Чуковский, К. Сказки в стихи. От двух до пяти / Чуковский К. – Москва: Детская литература, – 1982. – 206 с.

*distinguished from each other according to their content, which are wished, nurtured, entertained, cherished, etc. it would be more beautiful and correct to call it".*⁵⁵

Sanamas are one of the notable genres of lyrical children's folklore. It provides memory consolidation. Dzug is one of the genres of folklore created by editing.

V.Belinski said: *"It is necessary to develop the sense of beauty, which is one of the most basic elements of humanity, in children from the youngest age."*⁵⁶

Apart from the song forms in children's folklore, seasonal-ceremonial and household-ceremonial songs are common.

One of the genres of children's folklore is the epic type: legends and tales, fairy tales.

K.Paustovsky writes: *"Just as the government awards heroes with honorary titles, the people also award their best sons with beautiful legends. The legend is an expression of universal respect, love and gratitude."*⁵⁷

V.G.Belinski wrote: *"History has always existed in every nation. In some, it appeared in the form of a legend, in others, a fairy tale, in others, a poem, and in the fourth, in the form of a chronicle."*⁵⁸

About the role of children's tales in the development of children's psychology, Y.V.Chamanzaminli, who wrote the history of Azerbaijan with his pen, noted: *"Fairytale stories are stories that make up an important part of folk literature, which often seem imaginary on*

⁵⁵ Əfəndiyev, P. Azərbaycan şifahi xalq ədəbiyyatı / P.Əfəndiyev. – Bakı: Maarif, – 1981. – 401 s.

⁵⁶Belinski, V.Q. Seçilmiş məqalələr / tərc.ed. M.Rzaquluzadə, red. Q.Musayev. – Bakı: Uşaqgənclər, – 1948. – s.127.

⁵⁷ Paustovski, K. Yaxın və uzaq adamlar / K.Paustovski. – Bakı: Gənclik, – 1971. – s.13.

⁵⁸ Белинский, В.Г. Полное собрание сочинений: [в 13-ти томах] / В.Г.Белинский. – Санкт-Петербург: типография М. М. Стасюлевича, – т.5, – 1943. – с.22.

the outside, but refer to a deep philosophy." ⁵⁹Fairytales are considered the golden key of child education.

Research scientists have always recommended the use of this field. K. Chukovsky, one of the great artists of Russian literature, noted that folk poetry is the only composition for all writers.

Azerbaijani children's poetry consists of a series of poems written in the lullaby style. In the sense of using folk poetry in children's works, K. Talibzade specifically mentions the activity of A. Sahhat: "sometimes he included individual bayatis or parts of songs in his poems."

In this regard, prof. P. Efendiyev gives the following opinion: *"Likeness is a general name given to the genre. However, among them there are examples that differ from each other according to their content, which are wished, nurtured, entertained, cherished, etc. it would be correct to call it as "*⁶⁰

Rahim Ramzi's satirical simile "This lamb is a sacrifice", T. Elchi's spoofs "Goats", "Chicks", "Yemishes", "Agachdelan", "Alabash", "Goose and girl", "Fox's fur", "Bowl", " R.Efendiyev's puzzle poem "About the Seasons", A.Shaig's "Riddle Song", M. Dilbazi's "Find out what kind of bird I am", T.Elchi's "Bap-small factory", "Bigger than an elephant", "Floating in the water, sinking in the water", X .Alibayli's "What is a puzzle?", M. Gulgun's "Riddles", etc. is one of the characteristic examples.

A. Hashimov summarized the importance of riddles as follows: "A riddle is the most powerful tool of mental education among folklore materials."

Folklore is an inexhaustible source of inspiration and subject matter for written literature.

The second sub-chapter of chapter V is called "The trace of folklore in Russian children's literary examples".

Folklore belongs to the traditions, historical roots, way of life of each nation, and has the essence of collective creativity. Folk

⁵⁹ Çəmənzəminli, Y.V. Əsərləri: [3 cildə] / Y.V.Çəmənzəminli. – Bakı: Elm, – c.3. – 1977. – s.45.

⁶⁰ Əfəndiyev, P. Azərbaycan şifahi xalq ədəbiyyatı / P.Əfəndiyev. – Bakı: Maarif, – 1981. – s. 80.

poetry is the greatest wealth. It is both the national culture of the nation, the developing force of the field of education, and an inexhaustible treasure for the formation of high moral values.

In 1934, in his speech at the First All-Union Congress, M. Gorky widely evaluated the influence of folklore among the people.

Folklore is a book of morals, a constitution of high educational importance, created among people.

The term "children's folklore" was first used in Russian folklore studies in 1926 by the professor of Irkutsk University G.S. Vinogradov (1928), then the outstanding educator O.I. It was operated by Kapitsa.

Oral folk creativity is every existing type and genre created by the people unprofessionally. The literal meaning of the word "folklore" means folk wisdom, folk knowledge.

The smallest type of folklore of the Russian people is lullabies or lullabies. The ancient meaning of this word is to whisper. These are lullabies, songs that are sung at the crib. With the help of this, the mother or nanny calls the children to sleep.

Over time, lullabies lost their ritual and living character. They read nursery rhymes to children, caress them, caress them. As the child grew up, caressing and caressing - petusheks gave way to poteshkis. Along with the rhythms of jokes, the rhythm of the lullaby was created in the sound of the wheels of the cart:

Track, track, tra-rack!

A woman rides on wolves.

Ah, choo-choo, choo-choo, choo-choo!

I'm silent!

The words and music of such a poem made children happy. In the implementation of certain events, the role of twists, turns, turns and counting performed by children in order to demonstrate their cheerfulness and wit is perfect.

There were conflicts and quarrels between neighborhoods, between one end of the village and the other. They made fun of customs and added words to their conversations. For example, people from Novgorod were called "squirters", and Muscovites were called "Muscovites". They were trying to make fun of these players.

"Archip - Stary Grib", "Я беда - беда", "Борборушка - украл порорушка". Verbal examples collected by even the most famous collectors are edited by writers in the form of "Ladushki. It was published in the book "Russian folk tales, songs, poteshki" (Moscow, 1966). The first edition of this success was published under the name "Thirty three pies" in 1962, the second in 1968, and the third in 1973.

Riddles, one of the examples of folklore, have a strong influence on the development of the mind, although they are difficult for children. Puzzles are important in developing content and mental habits.

Proverbs fulfills this task more significantly due to its content. Children hear several hundred proverbs in the Russian language in the speech of adults.

Songs are a musical and artistic expression of folk wisdom, develop poetic emotions as a field of national creativity.

Epics also teach courage, fearlessness, and pride.

In 1949, the writer, folklorist Karnaukhova prepared "Russian expensive. In a collection called "Stories" there were interesting tales and stories about Russian folk heroes Ilya Muramets, Dobrina Nikitich, Alyosha Popovich.

Fairy tales are one of the examples that have an exceptional role in children's lives. The Russian folk tale was created for an incredibly vivid, creative world.

As an inseparable part of moral culture, it is a children's literature that combines the moral values of oral folk creativity in the art of speech, interprets certain terms of the science of pedagogy, and integrates the pedagogical requirements in an integral way.

The first book of Russian children's literature, which has a centuries-old history, was written in 1491. Later, books and magazines for children were published under different names, but only 12 names have reached us.

In the works of Tolstoy and Ushinsky in 1875-1885, at the beginning of the 20th century, A. Maikov, Y. Polonsky, V. Dal, D. Grigorevich, K. Stanyukovski, D. Mamin-Sibiryak, A. Serafimovich, A. Kuprin, etc. there are traces of folklore in the artists' works.

A.S. Pushkin has works written under the influence of folklore motifs, rich in wise thoughts and conversations for young people. Gogol said:

*"They are so bright that everyone can understand them. How understandable they are! They are so modest, so bright, so fiery, so pleasant and at the same time pure like a child."*⁶¹

One of the well-known poets of the first half of the 19th century is Vasili Andryevich Zhukovsky (1783-1852). His first book, which was loved by young people, was published in 1815. The tsar called him to the palace in 1817 and appointed him a teacher for his children. V.A.Zhukovsky seriously thought about the issues of children's literature. He has 20 books written under the influence of children's folklore.

Lermantov wrote in exile in the Caucasus in 1837 and published in 1846 "Ashiq Garib" etc. along with interesting works in literary examples rich in folklore motifs, the most beautiful contribution to children is the textbooks "Alphabet" and "New Alphabet".

Pyotr Pavlovich Yershov graduated from the Tobolsk gymnasium. Then his father sent him to study in Petersburg. It is the work "Gospel at" written at the age of 19 based on folklore motifs that made him famous.

There are thousands of works created with the help of folklore in the field of children's literature examples. All these works serve education, training, and moral values.

In the dissertation, the following **results** were obtained regarding the comparative analysis of the organization, development, mutual relations and folklore of Azerbaijani and Russian children's literature:

1. In the first chapter of the dissertation, devoted to the study of the factors determining the formation and development of Azerbaijani children's literature, the study of the historical traditions of the study of children's literature showed that the education of Azerbaijan was historically built on a national-spiritual basis, and its

⁶¹ Rus uşaq ədəbiyyatı / tərt.ed. və red. C.Nağıyev. – Bakı: Öndər, – I kitab. – 2005. – s.7.

history, past, development path are from the Zoroastrian school, our ancient writings, and our historical monuments, from the "Holy Qur'an", which is an important source of our pedagogical thought, from the instructive hadiths of Prophet Muhammad (pbuh), from the educational, artistic-scientific, philosophical-cognitive ideas of Azerbaijani, Turkish-Islamic thinkers and encyclopedic scientists in the early Middle Ages, has come down to the present day through his works in the pedagogical direction.

2. In the first chapter, as a result of the study of the stages of development of Azerbaijani children's literature, it became clear that the history of our national children's literature began with educational myths in the middle ages by N.Ganjavi, A.Khagani, Ahvedaddin Ahvadi, A.Ardebili, A.Tabrizi, Sh.I.Khatai, M.Fuzuli, Fedai, Masihii, Saib Tabrizi, etc. such classics, in the following centuries S. A. Based on the creativity of thinkers and educators such as Shirvani, A.Bakikhanov, F.Kocherli, A. Shaik, S.M.Ganizade, G.Zakir, it has passed a rich path of development.

3. In the research in the second chapter of the dissertation, which talks about the stages of development of Russian children's literature, it is shown that the history of Russian children's literature is the same age as Russian literature, which covers 700 years of history and was called "ancient literature" until the 18th century. In other words, the ancient Russian children's literature, suitable for the level of children today, was organized on the basis of the basic Russian national literature.

4. In the second chapter, it is shown in the study of the ways of studying Russian children's literature from a historical point of view and step-by-step that this literature is ancient Russian children's literature covering the 9th-17th centuries, 18th century Russian children's literature, 19th century Russian children's literature, the end of the 19th century - the beginning of the 20th century. It has passed through the main historical stages as Russian children's literature and has reached the present day. Although each of these stages has its own artistic-aesthetic specifics, in general, children's literature has demonstrated the dynamics of continuous development throughout the history of Russian literature.

5. As a result of the study of the mutual literary relations related to children's literature in the works of Azerbaijani and Russian writers, it was determined in the chapter in question that the liberal intellectuals who worked in the field of teaching the mother tongue and preparing national textbooks in the late 19th and early 20th centuries paid attention to valuable examples of world children's literature, especially Russian children's literature. Referring to the classical examples of literature in terms of form and content, they translated them and included them in teaching materials. In this regard, the works of the powerful representatives of Russian literature such as S.A.Krylov, A.S.Pushkin, M.Y.Lermantov, L.N. Tolstoy on the subject of children were widely used. At the same time, this process gave an important impetus to the development of Azerbaijani children's literature based on Western and Russian artistic typology.

6. This chapter of the dissertation dedicated to the study of Azerbaijani and Russian children's poems in literary poetry, as a result of the study of the creation and development of Azerbaijani children's poetry, it became clear that the history of Azerbaijani literature and the history of national poetry are contemporaneous. In this respect, the thesis "The history of Azerbaijani poetry begins with children's poetry" is confirmed by the dynamics of the historical development of our national literature. The 1960s were a special stage in the literary and artistic thought of Azerbaijan in general, as well as a special stage in the development of children's literature.

7. As a result of researching the children's poetry of M. Dilbazi, N. Rafibeyli and X. Alibeyli, it became clear that they attached special importance to children's poems and tried to make children love their motherland, nature, history, national and moral values with their poems.

By involving the children's poetry in the analysis, it was determined that N.Dilbazi, N.Rafibeyli and X.Alibeyli, who had outstanding contributions to the development of Azerbaijani children's literature, wrote their works in a language that children would understand and would quickly affect their hearts. tried to form strong, unshakable moral qualities.

8. In the third chapter, the study of Russian children's poetry in the 60s-80s of the last century showed that the Russian children's poetry created in this period was also one of the leading schools of poetry in the former Soviet space.

9. The study of works of Agnia Lvovna Barto, Yelena Aleksandrovna Blaginina and Irina Petrovna Tokmakova, who had outstanding contributions to the creation of Russian children's poetry, in the mentioned chapter, allowed us to know their child psychology well and to easily find their way into the poetic world of children. The professionalism and poetic mastery of A.L.Barto, Y.A.Blaginina and I.P.Tokmakova, whose creativity is highly appreciated, differed from their contemporaries. Their creativity stands out in terms of poetic praise and promotion of children's spiritual qualities.

10. In the fourth chapter of the dissertation, the study of Azerbaijani and Russian children's prose in a comparative context showed that in the 60s and 80s of the last century, children's prose confirmed itself at the level of full and rich literary examples in the literature of both nations.

The study of the history of the creation of the national children's prose in Azerbaijan has shown that the national children's prose appeared on the basis of the fundamental artistic base that goes back centuries. That is, Azerbaijani children's prose is a special stage in the creation of medieval classics and the signatures of prose writers.

11. In the 60s and 80s of the 20th century, the creativity of A.Babayeva and A.Ahmadova, who gave a great impetus to the development of children's literature, in their works on children's topics, taught small and school-aged children the secrets of life, friendships in the family, school, and companionship. , to be loyal, to choose an honest path, they conveyed the truths of the modern era through attractive plot acts. While promoting the principles and norms of the Soviet children's society in their children's works covering the 1960s and 1980s, they also attached special importance to the attachment of our children to the national and moral values of Azerbaijan.

12. The study of Russian children's prose in the 60s and 80s of the 20th century in the mentioned chapter showed that the Russian

children's literature of the mentioned period is marked by both the quantity of signatures and the enormousness and richness of the artistic texture.

Studying the prose works of Z.I.Voskresenskaya and L.F.Voronkova made it clear that the authors who played a major role in the development of Russian children's prose, in their works for preschoolers and small school children, depicted labor, patriotism, and being useful to society. Their works are different in terms of features such as "flight of dreams" and "boundless romance", they have always tried to instill optimism in children. These works have not lost their artistic-aesthetic attraction even in our modern times.

13. In the fifth chapter of the dissertation, it is determined that Azerbaijani and Russian children's folklore corresponds to the moral model of child psychology in terms of its spiritual and poetic structure. This is the reason why children are interested in folklore genres from infancy to adulthood. Good-Evil, Good-Bad, Brave-Brave, Generous-Stingy, Hero-Coward, etc. Folklore texts, which include primary binary-oppositional models, play the role of primary poetic sources of the formation of human spirituality and remain an integral part of a person's memory throughout his life.

14. In the fifth chapter, folklore in Azerbaijani children's literature is always a poetic source of national children's literature, and the wealth of motifs and images in Azerbaijani folklore is mentioned. Research has shown that giants, dragons, fairies, witches, demons, etc. in folklore. Mythic-fantasy images such as, by reflecting various elements of nature, are not only limited to folklore texts, but also reflect the views of people living with traditional thinking. Here, appeals to folklore motifs in Azerbaijani children's literature are interpreted as reactualization (reactualization) of those writers' memory archetypes at the level of fiction.

15. In the fifth chapter, the study of folklore motifs and images in Russian children's literary examples showed that the writers who widely referred to Russian folklore re-actualized these motifs and images in their works, and at the same time caused them to become popular on the scale of the former USSR.

In other words, the heroes of Russian folklore were recognized through Russian children's literature, which was widely translated into national languages, just as young readers of national nations recognized their folklore heroes.

The main content and provisions of the dissertation are reflected in the following theses and scientific articles:

1. Problems of children's literature of the 20th century: M.A. Sabir // Materials of the VII International scientific conference on "Multicultural and Tolerant values in the legacy of the great leader Heydar Aliyev". - Baku: BSU, - May 3-5, - 2016. - pp. 84-87.
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3. The epic of endless life // Materials of the Republican scientific-theoretical conference on the actual problems of philology dedicated to the 94th anniversary of the birth of the national leader of the Azerbaijani people H. Aliyev. - Baku: BSU, - May 17-18, 2017. - pp. 10-12.
4. Folklore-motivated love in the poetry of Molla Panah Vagif // ANAS Institute of Folklore scientific conference on "Molla Panah Vagif and folklore". - Baku: - June 21, - 2017. - pp. 206-213.
5. Folklore motifs in Azerbaijani children's literature // Proceedings of the 4th International Symposium "International Children's and Youth Literature". - Istanbul: - October 20-21, - 2017. - pp. 37-42.
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7. A new spark of hand literature - Hifzi Kağızmanlı // Kağızmanlı Hifzi International Symposium on the 100th anniversary of his death. -Turkey: Iğdir.- April 7-9,- 2018.p.409-413.
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9. 9.Formation and development stages of Azerbaijani and Russian children's literature // Materials of the international conference on "Cultural Paradigms and Renewed Azerbaijan". - Baku: BSU. - November 15-16, - 2018. - pp. 19-22
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14. Azerbaijani children's folklore: songs // Proceedings of the VI International Children's and Youth Literature Symposium. Association of Writers of Children's and Youth Literature. - Baku. - October 18-19, - 2019. - p. 24-30.
15. Historical review of the development of children's literature // Materials of the International Symposium dedicated to the 150th anniversary of the birth of J. Mammadguluzade. - Turkey: Kars, - December 19, - 2019. - pp. 56-69.

16. An overview of children's literature in the world of R. Rza // V International scientific conference dedicated to the 110th anniversary of R. Rza's birth. – Sweden: Stockholm, – June 25-26, – 2020. – pp. 28-33.
17. Azerbaijani children's folklore: Proverbs // Proceedings of the VII International Symposium on Children's and Youth Literature. Association of Children and Youth Literature Writers. - Turkey: Istanbul, Akademi Printing House, - 28-29 October, - 2020. - pp. 343-347.
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23. The place of children's literature in our literature (II article) // Proceedings of the XII International Scientific Symposium "Integration of Eastern and Western Cultures". - Eskishaher: - March 30, - 2021. - pp. 77-80.

24. The place of children in the world of Nigar Rafibeyli // Proceedings of the XV International Scientific Symposium. - Iran: Tehran, - June 26, - 2021. - pp. 77-84.
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26. "I am a souvenir of glorious generations" elegy of N. Rafibeyli // XVI International Scientific Symposium Shahriyar-115. - USA: Michigan, - July 26, - 2021. - pp. 39-43.
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