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ABSTRACT

of dissertation for the degree of Doctor of Philosophy

**THEORETICAL AND PRACTICAL ISSUES OF FAMILY
UPBRINGING IN AZERBAIJAN AT THE END OF THE XIX
CENTURY AND THE BEGINNING OF THE XX CENTURY**

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GENERAL SPECIFICATION OF THE INVESTIGATION

The relevance and degree of study of the theme. The transmission of the genetic memory of the people from generation to generation, the formation of national and moral values, and cultural heritage begins first of all with the family. The initial ideas about the nation and the people are created by families and these ideas are important as the embodiment of national and moral values. Today, families, which are the primary core of society, have important responsibilities in the education and upbringing of the young generation. The main purpose of family is to bring up a patriotic, moral, mentally developed, broad-minded, aesthetically pleasing, physically healthy person with a national spirit.

This duty of parents is also reflected in legal and regulatory documents. Article 58 of the “Family Code of the Republic of Azerbaijan” deals with the upbringing of children in the family and the rights and duties of parents. The first paragraph of Article 58 of the Code states that parents are “obliged to educate their children”, the second paragraph states that they are “responsible for their children’s health, upbringing, mental, spiritual, and physical development”, and the fourth paragraph states that it is important for children to “ensure basic general education”¹.

The main foundation of a healthy society depends on the existence of healthy families. It is for this reason that psychologically healthy families form the basis of the state and nation.

The role of the family and parents in the formation of a child's personality is irreplaceable. Children gain life experience, integrate into society, and develop as individuals with the regular, uninterrupted and purposeful guidance of parents. This position of the family has a direct impact on the future fate of children, and determines their status in life.

When speaking of an exemplary family, it is impossible not to remember the family of our National Leader Heydar Aliyev, a worthy

¹ Family Code of the Republic of Azerbaijan. Baku: Qanun, 2011, 208 p

son of Azerbaijan, a brilliant politician and an invaluable person. The genius leader mentioned about family values "Family values, family traditions, loyalty to our national and moral values, raising children at the modern level are very important"². During the leadership of the great leader Heydar Aliyev to the republic, priority issues such as family and family policy were always in focus. Article 17 of Chapter II of the Constitution of the Republic of Azerbaijan, adopted on November 12, 1995, states, "*The family, as the core of society, is under the special protection of the state, and it is the duty of parents to care for and raise their children. The state controls the fulfillment of this*"³.

Heydar Aliyev's example as the head of the family is incomparable. The great leader considered the family as the moral wealth of the nation and the people, the general embodiment of traditions, culture, language, and religion, as well as emphasized the family relations as a mirror of the society. The national leader believed that just as people conduct mutual relations in society on the basis of the principles of friendship, correctness, and honesty, relations within the family should also be carried out on the basis of these principles and rules.

The duty of parents is also determined in legal-normative documents. In the "Family Code" of the Republic of Azerbaijan adopted in 1999, a legal document reflecting the issues of regulation of family relations, protection in the family, relations between husband and wife, relations of family members, rights and protection of rights was found. In our country, different organizations (government and non-governmental) are carrying out important work in the direction of protecting and strengthening the health of mothers and children in families. The Republic of Azerbaijan has joined various conventions on the protection of children's rights (the Council of Europe Convention on the "Protection of Children from Sexual Exploitation and

² Huseynova, H. Heydar Aliyev and the development of the family institution, Baku: Azerbaijan newspaper, May 9, 2014, - p.9

³ The Constitution of the Republic of Azerbaijan. Baku: Azerbaijan. 1997. p.14.

Sexual Violence (2007)), based on the “Declaration of the Rights of the Child” (1959), the “Convention on the Rights of the Child” (1989), adopted the Law on the Rights of the Child (1998) in order to regulate the relations arising in relation to children’s rights and to ensure the protection of children’s rights. In addition, the Law of the Republic of Azerbaijan “On the Protection of Children from Harmful Information” (2018) and other legislative acts, which provide for the protection of children from information that is not suitable for their age level and will have a negative impact on the mental and psychological development of children, were also adopted.

Ilham Aliyev, the President of the Republic of Azerbaijan, who is faithful to the traditions of our national leader H.Aliyev, successfully continues his policy, and keeps his ideas alive, has mobilized all his capabilities for the happy future and well-being of the people of Azerbaijan, their families, and children, and expressing his great hope for the upcoming generation, he valued the growing generation to be patriotic, healthy, loyal to the national spirit and educated as the basic principle of the development of the state and society. Ilham Aliyev has really taken a number of important steps to improve the social well-being of children, protect their rights, and ensure their future comprehensively. Among the works carried out in this direction, the adoption of the “*State Program for the transfer of children from public children’s institutions to families (deinstitutionalization) and alternative care (2006-2015 years)*” (2006), the declaration of 2009 as the “Year of the Child” can be mentioned.

The family, which is considered the main framework of the existing social structure, should be built on a solid foundation with its social, moral and legal grounds. For this reason, establishing a healthy psychological environment in families, raising children, and keeping them away from harmful tendencies is considered one of the urgent problems of the modern family.

One of the main requirements of the modern era is to establish the relationship between parents and children on the basis of inner freedom and noble sentiment. Since the end of the 20th century, family relations have been replaced by more diplomatic and humane

behaviors. It should be noted that the most important issue in the foundation of family pillars in modern Azerbaijan is respect for elders, love and values within the family. The formation of noble feelings and emotions in children from an early age, instilling love for their parents, friends, and companions is formed in the family. One of the most important issues facing the modern family is to form such high qualities in them.

Although problems such as family, family upbringing, educational possibilities of the family, the role of the family, etc. in the formation of personality are studied within the framework of many sciences (pedagogy, psychology, sociology, etc.), the theoretical and practical issues of family upbringing have not been investigated from the historical-pedagogical aspect and have not become the subject of research. The study of family upbringing in historical aspect is important for two reasons. The obtained scientific results can enrich both the history of our educational and pedagogical ideas and the content of modern family upbringing.

It should be noted that many studies have been conducted on various issues of family upbringing in Azerbaijan, doctoral theses of philosophy and sciences have been defended. There are also works that describe the family ethnographically. However, at the end of the XIX century and the beginning of the XX century, the theoretical and historical issues of family upbringing in Azerbaijan were not seriously investigated and did not become the subject of scientific research. However, from the second half of the XIX century, one of the most important issues that Azerbaijani educators fought for was the education and upbringing of girls and family upbringing. It is one of the important issues to summarize the theoretical ideas of those educators regarding family education, to investigate the impact of charitable and social-pedagogical organizations on the development of family upbringing, to justify the possibility of using them in modern family upbringing.

A number of research works related to the theoretical issues of family upbringing have been conducted in our republic. The first "Family" textbook was created with the authorship of A.A.Alizade and

A.N.Abbasov. Theoretical issues of family upbringing were given in doctoral dissertations of A.N.Abbasov entitled “Theory and practice of preparing schoolchildren for family life”, R.H.Mammadova entitled “Issues of education and upbringing in “Molla Nasreddin” magazine”, G.A.Geybullayev entitled “Family and marriage among Azerbaijani people (XIX century and the beginning of the XX century)”, A.N.Gasimova entitled “Women’s problems in the press of Azerbaijan at the beginning of the XX century (1901-1917)”, H.V.Ilyasov, M.F.Mammadova, M.R.Nuriyeva, N.R.Yusifova, S.B.Hajiyeva, and A.G.Kamalova.

Since the “Family pedagogy” subject is taught in some specialties in higher education institutions that provide teacher training, several textbooks and teaching aids have been published in recent years. “Family pedagogy” by A.N.Abbasov, “Family pedagogy” by R.L.Huseynzade and L.Z.Allahverdiyeva, “Family psychology” by N.Z.Chalabiyev, “Important problems of family pedagogy” by S.M.Guliyev, E.M.Guliyeva, Z.S.Majidova, Z.M.Mehraliyeva and U.B.Mehraliyeva’s textbook and teaching aids called “Family pedagogy” are of interest in this regard. In the books “National upbringing in the family” by K.G.Fataliyev and “Some issues of family upbringing” by N.A.Khalilov, the theoretical issues of family education were studied, and the features of the organization of children’s upbringing in the family were explained. In these works, the essence and functions of issues, such as the family, parent relations in the family, family values, etc. have been reflected.

Foreign researchers also have valuable studies on theoretical and practical issues of family upbringing. In fact, foreign scientists, especially Russian researchers, had an important impact on the formation of theoretical and methodological ideas about family upbringing in Azerbaijan in the XX century. In this regard, the works of I.L.Lesgaft, P.F.Kapterev, P.P.Blonsky, A.Y.Grankin, N.D.Pchelinseva, V.M.Bekhterev, K.N.Vorobyov, L.A.Grisay, Y.P.Azarov, T.A.Kulikova, V.S.Trokhtiy, S.A.Min'yukova on family upbringing are of special importance. The formation of the theory of family upbringing in Russia is connected with their name.

At the end of the XIX century and the beginning of the XX century, the issues of family upbringing in Azerbaijan were considered in the context of the general development of the theory of upbringing. Various socio-political events that took place in Azerbaijan in the XIX and early XX centuries had a strong impact on the socio-cultural life of the Azerbaijani family and left a deep mark on family issues. In that period, women's education was at the center of socio-political events in order to develop school, education, science and culture and eradicate illiteracy.

Thus, at the end of the XIX century and the beginning of the XX century, the main goal of prominent educators of Azerbaijan was to help the comprehensive development of Azerbaijani families by educating people, attracting children to schools, and achieving women's education. At that time, every educator, pedagogue touched upon family and household problems of Azerbaijani people, illiteracy and lawlessness of women in their works. The works of M.A.Rasulzade, H.Zardabi, R.Efendiyev, M.Shahtakhtli, M.Sidgi, F.Kocharli, J.Mammadguluzade, N.Narimanov, M.A.Sabir and others are characteristic in this regard. One of the main directions of the theoretical and pedagogical heritage of that time was the establishment of Azerbaijani families on normal relations, the moral vitality of the nation, and the fight against superstition. Since this idea was one of the most important issues of our educators at that time, it has been in the attention of researchers (M.M. Mehdizadeh, A.Y. Seyidov, H.M. Ahmadov, A.A.Agayev, S.A. Aliyeva, F.A.Rustamov, E.M.Quliyeva, I.N.Isayev, Z.M. Mehraliyeva, F.A. Seyidov, S.A.Orujova, T.A.Vahabova, V.P.Bashirov, K.H.Jamalov, B.M. Nasirov, S.S. Bayramova, L.N. Nagyeva, G.N. Mammadova and others) in one way or another.

It is the civic duty of modern researchers studying and uncovering the rich pedagogical heritage by our educators in the end of the XIX century and the beginning of the XX century in relation to family upbringing, passing it into the current and future generations, living the progressive and humanistic ideas of our successors.

However, compared to the study period, in the modern era, the old stereotypes have long been destroyed and eliminated. In modern

times, the creation of a healthy environment in families has a direct impact on the comprehensive development of children, their future activities, and their personality development. In addition, the study and promotion of family upbringing and family traditions in the historical aspect remains its urgency. An easy understanding of what is happening in the society regarding family upbringing in modern times depends a lot on the study of the historical-pedagogical heritage related to family upbringing. By studying this rich heritage and moral wealth, we can determine the development directions and perspectives of children's upbringing in the family.

The object of research is the theoretical and practical issues of the theory of upbringing in Azerbaijan at the of the XIX century and the beginning of the XX century.

The subject of the research is the theoretical and practical issues of family upbringing in Azerbaijan at the end of the XIX century – beginning of the XX century.

The aim of the research is to systematize the theoretical ideas of Azerbaijani educators on family upbringing at the end of the XIX and early XX centuries, to summarize the progressive experience, to reveal the factors affecting the democratization of family education, to include the personal example of our outstanding educators in the family upbringing into the scientific circulation and to determine the possibilities and ways of its use in modern practice.

The tasks of the research. In accordance with the aim of the research, the following tasks were set:

- to reveal the impact of socio-political and cultural changes on family upbringing in Azerbaijan at the end of the XIX century and the beginning of the XX century;

- to reveal the main features of family and social education in Azerbaijan at the end of the XIX century and the beginning of the XX century;

- to determine the place and role of social-pedagogical and charitable societies in the development of family upbringing;

- to study the historical-pedagogical heritage and modern researches related to the problem;

- to study the theoretical ideas of Azerbaijani educators regarding the content, organizational features and methods of family upbringing;

- to summarize the progressive experience in the upbringing of children in Azerbaijani families at the end of the XIX century and the beginning of the XX century, to include the personal example of our prominent educators in the family upbringing into the scientific circulation;

- to determine the possibilities and ways of using progressive traditions related to the upbringing of children in Azerbaijani families at the end of the XIX century and the beginning of the XX century in modern practice;

Research methods: historical-comparative method, analysis and synthesis, inductive and deductive methods, theoretical analysis, generalization, study of archive documents and press, etc.

The scientific innovation of the research is determined by the fact that in the dissertation the theoretical ideas of Azerbaijani educators on family upbringing at the end of the XIX century and the beginning of the XX century were systematized, the progressive practice of family education was summarized, the factors affecting the democratization of family upbringing were revealed, and the possibilities and ways of using it in modern practice were determined.

The theoretical importance of the research is determined by the fact that the study of the main directions of the pedagogical movement in Azerbaijan at the end of the XIX century and the beginning of the XX century, systematization of theoretical ideas of educators on family upbringing, summarizing the progressive experience and family traditions related to the upbringing of children, inclusion of the personal example of our prominent educators in family upbringing into the scientific circulation, revealing the factors affecting the democratization of family upbringing will enrich the history of pedagogical thought and the theory of education with new provisions.

The practical importance of the research. The research materials can be used in the teaching of “Pedagogy”, “History of Pedagogy”, “History of Azerbaijani education and pedagogical thought”

courses in higher schools, in the compilation of essays “History of Azerbaijan education and pedagogical thought”, “Azerbaijan pedagogical anthology”, in “Competent parent training” courses, in the organization of lectures and seminars at undergraduate and graduate levels.

The main postulates represented for defense:

1. The democratization of family education in Azerbaijan at the end of the XIX century and the beginning of the XX century was conditioned by the socio-political, scientific and cultural environment.

2. The viewpoints of Azerbaijani educators on family upbringing played an important role in the organization of children’s upbringing in the family in a new content.

3. The appearance of secular schools, pedagogical press, theater, fiction, pedagogical and charity societies, and books with new content has provided humanistic and democratic development of family upbringing.

4. The viewpoints of educators connected with the essence, content, means and features of the formation of a new type of personality played an important role in the development of family upbringing in Azerbaijan.

5. The ideas of educators about the mental, moral, spiritual, physical, aesthetic, labor, the purpose, content, organizational features of humanistic upbringing of children in the family have promoted the formation of more perfect theories related to family education in the following years.

6. At the end of the XIX century and the beginning of the XX century, the formation of the progressive practice in raising children in Azerbaijani families was related to the personal example and initiative of our prominent educators in family upbringing.

Approbation of the research. The main content of the dissertation provisions, main content and results of the research were reflected in the articles published in the journals recommended by the Supreme Attestation Commission under the President of the Republic of Azerbaijan

Organization where the dissertation work was performed.

The dissertation was performed at the Department of Pedagogy and Psychology of Baku Slavic University.

The total volume of the dissertation with a sign indicating the volume of the structural sections of the dissertation separately. The dissertation consists of an introduction, two chapters, a conclusion and a list of references. Introduction - 9 pages (17039 signs), chapter I - 73 pages (141468 signs), chapter II - 66 pages (126960 signs), conclusion 4 pages (7347 signs), the list of used literature consists of 20 pages. In total the dissertation comprises is 168 pages and 292814 characters.

MAIN CONTENT OF THE RESEARCH

The “Introduction” justifies the relevance of research, clarifies its object, subject, purpose and tasks, scientific innovation, theoretical and practical significance, approbation.

The first chapter of the dissertation is entitled “**The introduction of the problem of family upbringing in the history of Azerbaijani pedagogical thought at the end of the XIX century, the beginning of the XX century**” and consists of four sub-chapters. In the first paragraph entitled “**Socio-cultural conditions in Azerbaijan at the end of the 19th-beginning of the 20th century and its influence on family upbringing**”, it is noted that the 19th century was a historical turning point in the fate of the Azerbaijani people. The incorporation of Northern Azerbaijan into the Tsarist Russia created conditions for positive cultural, educational and economic changes. In addition, in Russia, judicial, urban and administrative departments have developed, and peasant reforms have begun to be implemented. The implementation of such reforms did not go unnoticed in Azerbaijan. The studied period is also characterized by the development of capitalist relations in the socio-economic sphere in Azerbaijan. Thus, since the end of the 19th century, the rapid development in the economic life of Azerbaijan created conditions for the expansion of capitalist elements in industry and agriculture, as well as the

construction of the Baku-Tbilisi, Baku-Vladikafkaz railways played an important role in the economic development of Azerbaijan.

At the same time, with the inclusion of Azerbaijan in Russia, under the influence of Russian culture, the creation of many important fields of science and educational institutions had given impetus to the development of literature and art along with raising the level of education.

In this sub-chapter, it is justified that the opening of new method schools created conditions for the school to become an advanced educational and training institution. The desire of parents to attract their children to schools, and the support of progressive educators to educate families was considered one of the most urgent issues of the time. At the end of the 19th century and at the beginning of the 20th century, the social-pedagogical movement in Azerbaijan in three directions was a clear example of what was mentioned. Despite the fact that these movements were directed in different directions, the main action consisted of education, the involvement of children in education in families based on progressive ideas, the development of mother-tongue schools, raising the level of mental development among people, worldview, and the promotion of science and literacy.

Among the steps taken towards raising the cultural and educational level of the population, with the support of enlightened educators, social and political figures of Azerbaijan and Muslim charitable and literary societies such as “Nashri-Maarif”, “Nijat”, “Safa”, “Saadat”, “Hidayat”, “Baku Muslim Women’s Charitable Society”, the importance of opening general education and vocational schools, libraries and reading rooms, publishing newspapers and magazines was emphasized, the role of all the listed factors in the field of public education was highly appreciated.

In the second sub-chapter called “Typical features of family and social education in Azerbaijan at the end of the XIX century and the beginning of the XX century”, it was emphasized that Azerbaijani families were distinguished by their unique characteristics, women’s rights are trampled under the influence of religious superstition and ignorance in relation to family relations, family life and marriage is-

sues, according to the demands of the society, treating them like slaves was the main problem encountered in many families at the end of the XIX century and the beginning of the XX century. The society's struggle for many years to eliminate such issues – harmful and insulting customs and traditions against women in families – has been brought to the fore, it is also shown that women do not have a say in families, but that the power within the family belonged to men.

In this sub-chapter, at the end of the XIX century and the beginning of the XX century, it was mentioned that the social development conditions of children in the family were determined by various factors and divided into several directions. It was given that the first type of factors included family relations – relations between father and mother, parents and children, sister and brother, etc, and the second type of factors included the family's financial situation as well. According to the researches, it was emphasized that in that period Azerbaijani families were divided into two parts, large and small families, according to their structure, and it was reported that large families mainly live in rural areas, and relatively small families existed in cities. However, despite the difference in structure, it was noted that in both types of families, the issues of child upbringing in the family were always in the foreground.

In this sub-chapter it is argued that the main centre of general education in Azerbaijani families was the formation of respect for parents in children, the correct inculcation of the relationship between adults and children. The father, the head of the family tried to manage the family based on the rules, and every member of the family accepted him as elder and respected him. No one in the family could try to break the rules he set.

At the same time, this half-chapter mentions that the example of parents played a very important role in the upbringing of children, and in this regard, the personal example of parents was in the first place in the upbringing of children. At the end of the 19th century and at the beginning of the 20th century, the position of the father in Azerbaijani families was superior to that of other family members. Children's moral qualities - benevolent or malicious, aggressive or

good-natured, lying and truthfulness in many cases depended on the influence of family upbringing and parental example. Cultural atmosphere, lifestyle, traditions, etc. in the family. had a great influence on child upbringing.

In general, in this sub-chapter, general characteristics of Azerbaijani families, the structure of families, issues of social education, and at the same time, considering the fact that Azerbaijan was a part of Russia, the primary education of children was a joint task of the family, society and the state, and the necessity of improving both family upbringing and social organizations that help the family was noted as important.

The third sub-chapter of the first chapter is called “The influence of charitable societies and social-pedagogical organizations on the development of family upbringing”. As the name suggests, in this sub-chapter, the contribution of Muslim charitable and literary societies and social-pedagogical organizations to the development of family upbringing, such as “Nashri-Maarif”, “Nijat”, “Safa”, “Saadat”, “Hidayat”, “Baku Muslim Women’s Charitable Society”, etc. had done important work in the areas of sponsoring schools, opening orphanages, establishing reading rooms, libraries, etc., was investigated. The important steps of them taken to improve the material and moral well-being of the population in Azerbaijan, the assistance provided to families in the direction of their acquisition of science and knowledge, education the upbringing of children of destitute and poor families, and their involvement in education have been analyzed in detail. It was mentioned that these societies provided material and moral assistance to poor and destitute families in order to adapt their children to social society, to take care of their future education, and to eliminate stratification among children in educational institutions, established a number of extra-curricular institutions, Sunday and Friday schools, evening courses for the education and vocational training of poor families, destitute children, and provided them with the necessary resources free of charge.

In this half-chapter, it is justified that in addition to charitable societies, there were many public educational organizations and

shelters operating in Azerbaijan. The main purpose of public educational organizations and shelters was to provide assistance to poor families, children whose parents work all day, unsupervised, orphaned, orphaned children, children who have lost their parents, collect donations, and improve their living conditions.

Various charitable and social-pedagogical organizations, regardless of nationality, race, gender, until the age of adolescence, and sometimes over this age, deprived of parental care, children who have one of their parents, brought them into the society with the aim of saving them from misery and death. At the same time, they included children of parents with bad morals and habits and street children into the society and engaged in their training and education, and at the same time involved them in work and art. In order to achieve the goal, the members of the society faced important tasks, such as gathering information about children, shelters, orphanages, involving them in manual labor and handicrafts, organizing schools and courses to increase their literacy rate, creating mobile libraries, passing orphan children through medical examinations and necessary was to provide medicines.

At the same time, in this sub-chapter, in addition to local charitable and social-pedagogical organizations, it was emphasized that at the end of the XIX century and the beginning of the XX century, there were also charitable societies belonging to the non-Muslim population of Baku, the activities of the Jewish, Ukrainian, Georgian, German, Polish, Ossetian, Latvian, etc. societies were also studied separately. It was also mentioned that the main goal of the given societies is to provide assistance to the people belonging to those nationalities living in Baku and its surroundings, to meet their material and moral needs, to improve their material well-being, and to educate and enlighten them.

The fourth half-chapter of the first chapter of the dissertation is called **“Introduction of the problem of formation of moral qualities in the family in the national press”**. This half-chapter talks about the unification of Azerbaijan's prominent intellectuals around newspapers and magazines, their main ideas are that

Azerbaijani children should not fall behind in science and education, directing children of families to science and education, choosing the right direction of educating them with modern thoughts in accordance with the climate of the new era.

In their pedagogical speeches and articles, the thinkers who touched on the father-child relationship in the family spoke about the role of fathers in children's education and noted that fathers have an important role in the family and that children occupy an important position in education and upbringing issues. They had high hopes for the future of children in the family, and emphasized that father's upbringing is of exceptional importance in their personality formation.

The second chapter of the dissertation is entitled “**The content, methods and means of family upbringing in the meetings and experiences of educators-pedagogues at the end of the XIX century and the beginning of the XX century**”. In the first sub-chapter of the chapter entitled “**The problem of the content of family upbringing in the theoretical heritage of Azerbaijani educators**”, it was mentioned that the family, child upbringing in the family, respect for women, and parent-child relations occupied a large place in the pedagogical viewpoints of Azerbaijani educators. While carefully analyzing these examples of creativity, it can be seen that prominent representatives who had important services in the spread of national thinking, culture and progressive ideas set not only the issues of literacy, the spread of science, charity, but also the issues of education, progress, elimination of ignorance and superstition in the family, strengthening family bonds and foundations, as well as strengthening the family institution in society, comprehensive development and upbringing of personality in families as a necessary goal, and this it was emphasized that it was possible to see important steps taken by them in this direction.

Later, in the mentioned sub-chapter, it is expressed about our outstanding educators who lived and created at the end of the XIX century and the beginning of the XX century and considered the noble moral qualities of our people, respect for the elders, attention to the children as the main source of ideas and advised the young gene-

ration to carry this source of ideas with dignity, such as Muhammad Taghi Safarov (Sidgi), Najaf bey Vazirov, Mirza Alakbar Sabir, Rashid bey Efendiyev, Jalil Mammadguluzade, Nariman Narimanov, Abbas Sahhat. Also, in every work of our mentioned prominent intellectuals on family upbringing, it is given a special place to family and child upbringing, upbringing, which is one of the important factors affecting the comprehensive formation of human personality, was highly evaluated and it was emphasized that it played an important role in the development and formation of children and the main goal of parents' upbringing in the family was to educate and bring up a brave, honest, kind, morally pure, physically healthy, scientific worldview, highly educated child who loved his country and people.

In the second sub-chapter called "About the methods and means of family upbringing of Azerbaijani educators-pedagogues" the methods and means of family education were comprehensively investigated in the work of M.T.Sidgi, N.Vazirov, M.A.Sabir, R.Afandiyev, S.M.Ganizade, J.Mammadguluzade and other educators.

It has been reported that the end of the XIX century and the beginning of the XX century are remembered as a period of national awakening and national awareness in the history of the Azerbaijani people, and as in other periods, the social and moral development in Azerbaijan in this period is considered to be the successor of the existing methods of child upbringing in the family.

Although the family environment, upbringing of children, and social origin of families were different in Azerbaijani families during the studied period, the love of parents to their children was considered a common and characteristic aspect for these families as well. The main aspect both spiritual and moral upbringing in Azerbaijani families was respect for adults, elders, instilling the right relationship between adults and children, and choosing the right education methods. From this point of view, children were not a moral and psychological factor for their parents, but an example of self-affirmation.

In this sub-chapter, it was emphasized that parents always tried to educate their children comprehensively and wanted to use the right methods in their upbringing, but the social conditions and religious

superstitions of that period sometimes did not allow this. In general, issues are also reflected in this sub-chapter, such as every parent should look for concrete ways to influence their child's consciousness, feelings, and behavior while raising them, these influence methods acted as an important tool in children's social and family education, parents should be guided by the principle of respect and demandingness in upbringing and raise their children on this basis.

As a result, referring to the conducted researches at the end of the XIX century and the beginning of the XX century, it can be said that the social development conditions of children in families had different effects on their upbringing. In that period, the issues of child upbringing in the family and the applied methods were widely explained in the works of prominent educators of the above-mentioned period.

In the last and third paragraphs of the second chapter, which is called "**The main directions of the activities of Azerbaijani educationalists related to family education**", it is pointed out that great successes were achieved in the cultural-pedagogical and educational environment of Azerbaijan at the end of the 19th century and the beginning of the 20th century in relation to the theoretical problems of family education. It was emphasized that the national environment where Mirza Fatali Akhundov, Sayyid Azim Shirvani, Hasan bey Zardabi, Najaf bey Vazirov, Firidun bey Kocherli, Sultan Majid Ganizadeh, Jalil Mammadguluzadeh, Ali bey Huseynzadeh, Omar Faig Nemanzadeh was born and brought up, contained the most positive features of the practical aspects of family education.

The valuable ideas of our prominent intellectuals, educators, people of action and ideas about family upbringing, which resonate with modern life and progress of time, the interesting and necessary considerations of them have not lost their relevance even today, and have made useful theoretical contributions to the issue of child upbringing in modern families.

Also, when we follow the life and activities of our outstanding intellectuals who lived in the historical stage mentioned in this sub-chapter, it has been confirmed that there is a serious conformity and

compatibility between their theoretical considerations and conclusions related to family upbringing and their practical activities and practical work in this field. That is, they have become a positive example in their practical activities in family upbringing.

As mentioned in the result of the dissertation, the number of our democratic intellectuals who lived and worked in the late XIX century and early XX century is not small. It is impossible to mention the practical aspects of family upbringing of all of them within the framework of a dissertation. This is due to two important reasons: firstly, we do not have enough information about the family environment of some of them, the educational atmosphere in their families, and secondly, it is impossible to cover all of them since the number of our educators living and working in this period is large. For this reason, an initiative has been taken to highlight the practical aspects of family upbringing of many of our leading intellectuals and to revive the most common aspects of the landscape to the extent that the research work allows.

When we look at the family environment, parental care and upbringing of our intellectuals who lived and were brought up in the social reality of Azerbaijan at the end of the 19th century and the beginning of the 20th century, we see a diversity. In other words, no matter how many common aspects there are in the family where each of them was brought up, different, individual characteristics and unique signs can be noticed. For example, we have intellectuals who grew up under the care of a stepfather, but they saw more kindness, humane attitude, humane behavior, care and love from that stepfather, and thanks to his upbringing and protection, they were able to choose the right path in life.

In the end, it was concluded that family upbringing has an important role in the development of our early educators. The family environment in which they were brought up played an important role in their development as an intellectual with a progressive view, connected to the motherland and people. These educators themselves, as a family head, formed an educational sphere based on democratic, modern ideas and views in their families, applied the theoretical ideas

and conclusions related to upbringing to their family members in practice. As a result, their families have become a wonderful practical example of a progressive family environment and educational system in our national reality.

Summarizing the research, it is possible to state the following conclusions:

1. It was determined that as a result of inclusion of Northern Azerbaijan into the Tsarist Russia, conditions were created for positive cultural-educational and economic changes, for this purpose important events took place in the socio-political and cultural life of the people, secular schools (accident schools, urban schools, real schools, gymnasiums) were opened. In addition to the listed issues, local and non-Muslim charitable societies have been established in Azerbaijan, the population's interest in education and science has increased, the methodical-modern movement has expanded, national printing presses have been created, national ideology has been formed, and the study of these events is of great scientific importance.

2. The expansion of the pedagogical movement can be considered one of the revolutionary issues of the time. Because the opening of new-type schools in Azerbaijan had a strong impact on the realization of the idea of conducting training in the mother tongue, on the strengthening of the practical direction of the concept of national-spiritual vitality, and on the publication of textbooks and reading materials in the mother tongue.

3. As a result of the struggle of educators-educators, important steps have been taken in the education and training of women, the number of Azerbaijani girls enrolled in Russian-language schools has increased significantly, Russian-Tatar (Azerbaijani) girls' schools were opened in Baku by H.Z.Taghiyev (1901) and in Yerevan by M.Kangarli.

4. At the end of the XIX century and the beginning of the XX century, Azerbaijani families were distinguished for their unique characteristics, family relations were adapted to the dictates of society, as science developed, religious superstitions and ignorance

that had a negative effect on the formation of family relations were eliminated, more attention was paid to the problems of upbringing in the family, society's opinion on this issue has shown its effect.

5. At the end of the XIX century and the beginning of the XX century, one of the most important issues that concerned the educationalists and pedagogues of Azerbaijan was women's illiteracy, disenfranchisement, and their education, and the progressive pedagogues of the time also took up the fight in this direction, wanted to save women from sharia, superstition, and narrow thinking and faced they fought against the obstacles.

6. At the end of the XIX century and the beginning of the XX century, "Baku Muslim Charitable Society", "Nashri-Maarif", "Nijat", "Safa", "Sadat", etc. Charitable societies have created the basis for the spread of literacy and education among the population, the organization of libraries and reading rooms, the education of children of poor families, the provision of financial assistance to the orphans, the homeless, the poor, and the implementation of other humanitarian ideas. In addition, non-Muslim charitable societies (Jewish, Ukrainian, Georgian, German, Polish, Ossetian, Latvian, Georgian, etc.) operate in Baku: "Baku-Roman Catholic Charity Society", "Greek Charity Society", "Baghcha" The Charitable Society has determined the ways of sponsoring the children of destitute, orphaned and poor families. It had a positive effect on the organization of public-pedagogical institutions (nursery, kindergarten, societies, etc.) formed in such societies.

7. At the end of the XIX century and the beginning of the XX century, one of the most important issues in Azerbaijani families was the formation of children's sense of respect for their parents, and the correct inculcation of the relationship between adults and children. In the majority of articles with scientific and pedagogical content ("Akinci", "Sharqi-Rus", "Dabistan", "Füyuzat", "Molla Nasreddin", etc.) published in the national press - newspapers, as well as magazines, along with the important issues of the time, the family education, education of children, enrichment of the spiritual world of the people, personality formation of the growing generation have

been highly valued. These articles are important for the formation of family education and for women to raise their children in the family in the right way.

8. At the end of the XIX century and the beginning of the XX century, the theoretical ideas about the formation of intra-family relations and family education in Europe and Russia had a strong influence on the formation of the conceptual ideas of Azerbaijani intellectuals about family education. This is one of the important factors that enrich the theory of family education.

9. Educators (H.B.Zardabi, J.Mammadguluzade, A.B.Huseynzade, A.Jafarzade, M.A.Sabir, F.Kocharli, etc.) who consider the family as the primary foundation of the nation and the progress of the people attached great importance to family values, considered it important to form national thinking in families and mentioned the upbringing of children in accordance with the requirements of the modern era to be an important factor.

10. In the theoretical heritage of Azerbaijani educationalists-pedagogues, the formation of intra-family relations based on humanistic approaches, the content, principles, organizational features of education, and ways of implementation of the mental, moral, labor, physical, ethical-aesthetic education of children in the family in the education of the growing generation have been formed. "Family pedagogy" of the modern era was formed on the basis of those theoretical ideas.

11. In the theoretical and literary-artistic heritage of Azerbaijani educationalists-pedagogues, they criticized the shortcomings of family education, showed ways to eliminate them, proved the role of family education in the formation of personality with convincing facts, and promoted their theoretical ideas in the textbooks and reading materials they compiled.

12. Prominent intellectuals and educators of Azerbaijan who lived at the end of the XIX century and the beginning of the XX century showed the characteristic features of the era in their works, they clarified the ways and means of forming the ideological belief of family upbringing (example, suggestion, encouragement, edification

and advice, etc.) and considered it important to use the right methods in family practice.

13. Socio-cultural development, democratic school and educational environment that nurtures democratic intellectuals, along with modern education, is also a pure, educational system based on correct foundations, a family environment based on sincerity, love, economic understanding and modern vision. The most important success of the practical course of family education in the social environment of Azerbaijan at the end of the 19th century and the beginning of the 20th century is also measured by this.

14. As a result of following progressive principles in family education in Azerbaijan at the end of the 19th century and the beginning of the 20th century, people useful to the country, people, and society grew up as perfect personalities, which is considered the most important success of the practical course of family education. The ideas and actions of our progressive intellectuals regarding practical issues, facts, elements, details of family upbringing are an example and a school for the current and future generations.

The following suggestions were made regarding the ideas arising from the result of the research work:

1. In our modern times, the weakening of family values has a negative impact on family relationships. In order to strengthen these relations, it is very necessary to form the right way of life in the family, to build families rooted in our national values. For this reason, it is necessary to print and at the same time teach the educational material called "Family philosophy" (in accordance with the educational plans of pedagogically oriented higher schools), which talks about the exemplary family environment and progressive ideas of family upbringing of the educators-pedagogues who lived and created at the end of the 19th century and the beginning of the 20th century we can consider fit for purpose.

2. With the support of the State Committee on Family, Women and Children's Problems of the Republic of Azerbaijan, it would be important to organize the projects called "Family traditions", "Family through the eyes of children".

3. It would be good to include selections based on family values, tradition and the principle of inheritance into the content of the history of pedagogy subject.

4. At the end of the 19th century and the beginning of the 20th century, it would be important to raise the issues of family education in Azerbaijan, to organize educational programs and radio programs related to the family environment of educators and journalists living in that period.

5. It would be appropriate to hold scientific conferences on traditionalism and modernity dedicated to family values.

The main content of the dissertation is reflected in the following works of applicant:

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