

**REPUBLIC OF AZERBAIJAN**

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**ABSTRACT**

Of the research study presented for a degree of the Doctor of  
Philosophy in Pedagogy

**ESTABLISHMENT AND DEVELOPMENT OF SECONDARY  
SPECIALIZED PEDAGOGICAL EDUCATIONAL  
INSTITUTIONS IN AZERBAIJAN  
(In the years of 1920-1991)**

Speciality: 5804.01 - Pedagogy and History of Education

Field of Science: General Pedagogy

Applicant: **Vusala Shahruh Gurbanova**

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The research study was carried out at the Department of Pedagogy and psychology of Baku Slavic University

Scientific supervisor: doctor of pedagogical sciences,  
professor **Farrukh Abbas Rustamov**

Official opponents: doctor of pedagogical sciences, professor  
**Humeyir Huseyn Ahmadov**

doctor of philosophy in pedagogy,  
associate professor  
**Rahima Mahmud Mahmudova**

doctor of philosophy in pedagogy,  
associate professor  
**Vidadi Pasha Bashirov**

FD 2.15 Dissertation Council operating within the Supreme Attestation Commission, Azerbaijan State Pedagogical University under the President of the Republic of Azerbaijan

Chairman of Dissertation Council, doctor of historical sciences,  
professor **Jafar Mammad Jafarov**

Scientific Secretary of the  
Dissertation Council: doctor of philosophy in pedagogy,  
associate professor  
**Malak Alislam Zamanova**

Chairman of the  
scientific seminar: doctor of pedagogical sciences, professor  
**Shahla Gasim Aliyeva**

## GENERAL SPECIFICATION OF THE STUDY

**The significance of the research study.** The education system with its rich traditions played an important role in the formation of economic, scientific-cultural and spiritual potential of the Azerbaijani people, in the development of the nation as people of high intellect, national-human values, moral and ethic qualities. Education and pedagogical thought have had a great way of development in Azerbaijan and educational institutions with valuable traditions had existed. Although the graduates of these schools lived in different periods, they gave a new direction to the development of science and culture, education and pedagogical thought with their advanced ideas, views and opinions, and acted as presenters of national thinking. In the XX century, this process was carried out more rapidly. The great leader Heydar Aliyev noted that the historical fate of our people enabled Azerbaijan to get rapidly detached from the old world in the past century, and to take the way of science, culture, education and renaissance. It has accomplished the process of becoming educated as a whole nation. Mass literacy, striving for science, culture and education have changed the spirituality, way of life and appearance of the Azerbaijani people and acquainted them with the developing world. The Azerbaijani people came to a bright and prosperous world in the literal and figurative sense of the word... Education and schools of Azerbaijan made advancements in the 20th century. The national leader characterizes this period at the first youth forum the Republic as follows: *"From 1920 up to 1991 there was a special period in the life of Azerbaijan. Azerbaijan has not been independent, but the Azerbaijani people have passed a great way of development"*.<sup>1</sup>

Views of dignified successor of the Heydar Aliyev political school, the president of the Republic of Azerbaijan, Ilham Aliyev of on the history of education attract attention. He said: "The history of

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<sup>1</sup> Speech of the president of the Republic of Azerbaijan Heydar Aliyev at the first youth forum of the Independent Republic of Azerbaijan. "Azerbaijan school", 1996, №2, p.3

education of Azerbaijan is rich with the achievements making feel proud each of us. In their activity, Azerbaijani teachers have always reflected the integrity of innovation and heritage, the unity of tradition and reform in education throughout the history”.<sup>2</sup>

The task of historical research is to help to comprehend the modern world. For this reason, systematic study of the history of education and pedagogical thought has been the focus of attention of researchers since the 30s of the last century. Since ancient times, the directions of development of educational and pedagogical thought in Azerbaijan has been the object of research studies for getting degree of Doctor of science by such scientists as A.Seyidov, M.Mehdizadeh, H.Ahmadov, A.Hashimov, A.Karimov, A.Rzayev, I.Mullayev, S.Aliyeva, E.Guliyeva, A.Agayev, A.Pashayev, F.Rustamov, R. Huseynzade, H.Ahmadov, H Byaramov, K.Jamalov, and also of studies of doctor of Philosophy carried out by M.Muradkhanov, S.Khalilov, E.Taghiyev, Z.Akhundova, D.Mustafayeva, A.Tagiyev, A.Yaqubi, I.Isayev, M.Hasanov, B.Nasirov, S.Azimova, Z.Mehdizadeh, A.Calilov, S.Orujova, A.Adgozalov, I.Isayev, T.Kerimli, T.Huseynova.

We consider it is necessary and important to study an crucial stage of our educational history - the directions of development of secondary specialized pedagogical education in Azerbaijan during the years of 1920-1991. It is useful from two aspects. The study of a very important stage in the history of pedagogical education alongside enriching our civil history, can also help to determine the dynamics of secondary specialized pedagogical education as a process of evolution. It can also be helpful to analyze its theoretical-methodological and practical directions, to explore and reveal main features, pros and cons of its development with professionalism, to find out wrong ideas and confusions in time and to develop the correct scientific conclusions and furthermore, build the pedagogical education system on the perfect foundations.

Following the principles of historicism, succession, modernity and nationality in determining the content of secondary vocational

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<sup>2</sup>Newspaper “Azerbaijani teacher”, 26 September 2008

education in Azerbaijan, determination of the main stages and features of its formation and development, generalization of 70 years of rich experience in this field and development of the correct scientific savings can play an important role not only in creation of the concept of training teachers and specialists of secondary professional education in the country and but also in laying the foundations of teacher training on sound grounds. To achieve this, there is a great need for comprehensive research.

The research revealed that during the years of Soviet regime in Azerbaijan, not all the stages of formation and development of secondary vocational pedagogical institutions were professionally studied, investigated and analyzed. In their research studies, A.Tagiyev referred to the 20-th year<sup>3</sup> of development of secondary professional pedagogical educational institutions and M.S Bayramova<sup>4</sup> to the stages between 1991-2006 as a study subject. In the 30-80s of the twentieth century, the development of secondary vocational education in Azerbaijan was isolated from research.

The famous historian of pedagogy Eyyub Tagiyev's PhD thesis defended in 1953, may not be of interest in terms of studying the development of secondary specialized pedagogical education in the 20s. Since the materials of the dissertation were not published, the research was not included in the scientific circulation. It is impossible to read the thesis because of the poor quality of the taped copy stored in the library of the Azerbaijan State Pedagogical University. From the parts we read with the help of magnifying tools it became clear that the work was written on the principle of Soviet analysis, research was conducted unilaterally, serious scientific questions were

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<sup>3</sup> A.S.Tagiyev The development of secondary pedagogical education after the establishment of Soviet power in Azerbaijan, (the years of 1920-1935). A dissertation submitted to receive a degree of candidate of Pedagogical Sciences. Baku, ADPU, 1963, 292 p.

<sup>4</sup> Bayramova S. Training of personnel in secondary specialized pedagogical educational institutions of the Republic of Azerbaijan (the years of 1991-2006). Abstract of the dissertation presented for the degree of Doctor of philosophy in pedagogy. Baku, ADPU, 2012, 26 p.

evaluated from a political position, facts and events before the April revolution were distorted, the educational culture formed by the people of the nation for thousands of years was deliberately “forgotten”, facts and events were explained in onesided way. A large part of the work consists of the criticism of capitalism and the bourgeois education and training system by G.Mark, F.Engels, V.I.Lenin, and of propaganda of laws, decisions and instructions on the school accepted one after another and adopted by Central Committee of all-Union Communist Bolshevik party and Central Committee of the Communist Party of Azerbaijan. Since the methodological approach is not correct much praising and incorrect judgments are allowed. Let's pay attention to one of the facts. A.Taghiyev writes: “The cruel enemies of the Azerbaijani people, the servants of foreign capitalists, the musavatists, who had been in power for a short time, caused the decline of public education and demolished the process of teacher training in the country”.<sup>5</sup> According to the author, the musavatists treated teachers coarse and roughly, beat and cursed them, and subjected them to all sorts of insults. Tsarist officials, centurions and peasants were not even commanding over the teacher.

Although the chronological limits of our research should cover the stages of formation and development of secondary vocational pedagogical educational institutions in Azerbaijan in the years of 1920 - 1991, we consider it necessary and important to touch upon the activities of the Azerbaijani Department of Gori Teachers Seminary and Irevan Teachers Seminary, that have important services in the training of teachers for primary schools in Azerbaijan. At the end of XIX and at the beginning of XX century, 300 graduates of Gori Teachers Seminary had immense service in propogating educational movement, in creation of new type of schools, textbooks, pedagogical press and children's literature samples, in organization of cha-

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<sup>5</sup> A.S.Tagiyev The development of secondary pedagogical education after the establishment of Soviet power in Azerbaijan, (the years of 1920-1935). A dissertation submitted to receive a degree of candidate of Pedagogical Sciences. Baku, ADPU, 1963, 292 pp, p.8

rity societies, in involvement of the elderly and women in education. The Teachers Seminary in Yerevan (1881-1918) had remarkable achievements in the creation of educational and teaching environment in Irevan province where Azerbaijanis were densely inhabiting, and in the training of pedagogical personnel. Those seminaries played a role of foundation for pedagogical schools established in Soviet times (especially in the 20s of XX century), and in first years of functioning the plans and model regulations of these seminaries were used at those schools.

The research study revealed that the stages of formation and development of secondary specialized pedagogical educational institutions in the years of 1920-1991, in Azerbaijan has not been a complex subject of any research study, the problem has not been systematically approached. For this reason, there arose a need to write a dissertation paper on the theme “Formation and development of secondary specialized pedagogical education in Azerbaijan (in the years of 1920-1991)”.

**The object of the research study** is the development of secondary specialized education.

**The subject of the research study** is the main stages of formation and development of secondary specialized pedagogical education in the years of 1920-1991 and its tendencies.

**The aim of the research study** is to determine the scientific-cultural and pedagogical factors giving grounds the formation and development of secondary specialized pedagogical education in Azerbaijan, to determine educational causes, to reveal main traits and development trends of each stage, to determine objective and subjective reasons of possible mistakes, to determine the possibilities and ways of using valuable secondary specialized education traditions in the construction of national education.

**The objectives of the research study are:**

- to analyze the socio-political and socio-pedagogical environment that conditioned the formation and development of secondary specialized pedagogical educational institutions, to substantiate the

problems of pedagogical education as an integral part of the state educational policy implemented in the USSR at that time;

- to determine the features of development of secondary specialized pedagogical education in Azerbaijan in the 20ies-80s of XX century;

- to reveal the role of secondary specialized pedagogical educational institutions in the abolition of illiteracy, in implementation of general compulsory primary education and in cultural revolution in Azerbaijan;

- To identify objective and subjective causes of difficulties in the preparation of pedagogical personnel having secondary education during the Great Patriotic War and in subsequent years of construction.

- to determine the direction of improvement of content, forms and methods of education in secondary specialized pedagogical educational institutions

- to analyze the structure, regulations, qualitative and quantitative indicators of pedagogical personnel training of secondary specialized pedagogical educational institutions;

- to examine the directions of modernization of secondary specialized pedagogical educational institutions in Azerbaijan in the years of independence.

**The methodological basis** of the study contains sum of theoretical provisions, principles, methods and tools applied to study, understand, modify, and systematize pedagogical facts, events and processes.

**Research methods of the study are:** analysis and synthesis, generalization, mathematical-statistical, systematic approach, biographical method, historical-comparison, etc.

**Scientific innovation of the study** is that it analyses scientific-cultural and pedagogical factors contributing to the formation and development of secondary specialized pedagogical education in Azerbaijan and determines the main features and development trends of each stage, subjective and objective reasons of the mistakes that were made, the possibilities and ways of using ample secondary spe-



cialized education traditions in the construction of national education.

**Research questions presented to defence:**

- the formation and development of secondary specialized pedagogical educational institutions in Azerbaijan was conditioned by socio-political, scientific-cultural and socio-pedagogical environment.

- the development of secondary specialized pedagogical education institutions in Azerbaijan was an integral part of the state education policy implemented in the former Soviet Union.

- secondary specialized educational institutions played an important role in the abolition of illiteracy, in implementation of general compulsory primary education, and in general, in achievement of cultural revolution in Azerbaijan.

- difficulties existing in the training of pedagogical personnel of secondary special education during the Great Patriotic War and in subsequent years of reconstruction, were conditioned by objective and subjective factors.

- although education became an expression of the ideological interests of the state in the years of Soviet power, the content, forms and methods of education in secondary specialized pedagogical educational institutions were constantly improved, in the first place Polytechnic, and later the humanist direction was strengthened.

- the research study made it possible to examine the historical-pedagogical events of 70 years in a chronological order, to monitor the dynamics of development of students' and teaching staff in pedagogical schools and the features of the educational process at that time, to summarize the work fulfilled on the content, organizational forms and methods of education, to reveal the essence of the state's policy in the field.

- quantitative indicators that existed in secondary specialized pedagogical institutions during 20-30-ies became indicators of quality in 60-70-ies, the feminist process was strengthened, authoritarianism was replaced by relative freedom, and innovation superseded conservatism.

- in the years of independence, secondary specialized educational institutions in Azerbaijan were modernized and continued their activity under new name, new content and new direction.

- systematic and comprehensive research and comparative analysis of the stages of development of secondary specialized pedagogical educational institutions in the years of 1920-1991 serves to enrich our cultural history.

**Theoretical significance of the study.** Determination of formation and development trend of secondary specialized pedagogical education in Azerbaijan, its systematic and complex research and analysis can enrich the historical-pedagogical heritage with new scientific provisions.

**Practical significance of the study.** Materials related to the formation and development trend of secondary specialized pedagogical education in Azerbaijan and to its systematic and complex research and analysis can be used in teaching of such subjects as “History of Pedagogy”, ”History of school and pedagogical thought in Azerbaijan”, in composing essays on “Secondary specialized educational”, in compiling “Encyclopedia of Education” and “Azerbaijan pedagogical anthology”. Detection of opportunities of use of rich secondary specialized pedagogical education traditions in the construction of national secondary specialized pedagogical education increases the practical significance of the study.

**Aprobation of the study.** 1 monograph and 8 scientific articles on the dissertation were published in the journals recommended by the Higher Attestation Commission under the president of the Republic of Azerbaijan, reports were made at international and Republican level conferences.

The total volume of the dissertation with a sign indicating the volume of the structural sections of the dissertation separately. Dissertation work consists of introduction, 3 chapters, 10 paragraphs, conclusion and proposals, list of used literature and appendices.

Introduction – 10 pages, 19749 marks, Chapter I – 20 pages, 40268 marks (1.1 – 5 pages, 10802 marks; 1.2 – 8 pages, 15931 marks; 1.3 – 7 pages, 13483 marks); Chapter II – 62 pages, 123898

marks (2.1 – 25 pages, 47482 marks; 2.2 – 14 pages, 28895 marks; 2.3 – 10 pages, 21789 marks; 2.4 – 13 pages, 25732 marks), Chapter III – 34 pages, 68633 marks (3.1 – 12 pages, 23154 marks; 3.2 – 9 pages, 19295 marks; 3.3 – 13 pages, 26184 marks), the total volume of the dissertation is 165 pages, including 4 pages, 7658 marks, appendices – 15 pages, 260206 marks.

## THE MAIN CONTENT OF THE STUDY

The introduction determines the object, subject, purpose, objectives, methodological basis, methods of the research and interprets its scientific novelty, questions to be defended, theoretical and practical importance and approbation

The first chapter of the dissertation is called **“Formation and development of secondary vocational education institutions in Azerbaijan (1920-1931)”**. The first sub-chapter titled *“Socio-political and socio-pedagogical environment basing the to the formation and development of secondary educational institutions”* touches upon the issue of establishment of secondary educational institutions in Europe and Russia. It is substantiated that the seminary of teachers was one of the most widespread educational institutions in Russia in the 60s of the XIX century. “Teacher seminar project” prepared by K.D.Ushinski was published in 1861. In accordance with that project, 23 teachers’ seminars were opened in Russia during 1874-1899. The Azerbaijani department was not intended in the seminars opened in Gori (1876) and in Yerevan (1881). In general, the division of teachers' seminaries and schools by regions was not properly distributed in Russia. The sub-chapter gives detailed information about the Azerbaijani Department (1879) of the seminary opened in Gori city of Georgia in 1876, and considers difficulties of its creation and the main directions of its activity. This is not also without reason. Once, Aziz Sharif noted that the essence of the Gori seminary for the Azerbaijani people is the same as the importance of Moscow University is for the Russians. It is noted that although the issue of resettlement of the Muslim Department to Azerbaijan was repeatedly

discussed in the Scientific Council of the seminar and in the first congress of Azerbaijani teachers, it was not possible to achieve significant progress. In the sub-chapter, though in short, the activity of the Yerevan Teachers Seminary and its contribution to the spread of education among Azerbaijanis in Yerevan is touched upon.

In the sub-chapter, it is based that as a result of the establishment of ADR, the seminar of young teachers was nationalized in 1918-1919, it was decided to open professional schools for men and women in Baku, for men in Nuxa and to create enterprises like these in Zagatala, Agdam and Shusha. Basing prof. Sadig Shukurov's statement, the seminars opened in Azerbaijani cities emerged from the "corridor" of The Gori teachers' seminar.<sup>6</sup>

It was possible to transfer the Muslim Department of the Gori Teachers' Seminary to Azerbaijan. The decree of the government of the Azerbaijan Democratic Republic on the resettlement of the Muslim Department of The Gori Teachers' Seminary to Azerbaijan on June 22, 1918 played an important role in the realization of this cultural event.

For this purpose, the national government allocated financial support from the treasury of Ganja and agreed with the Georgian government in advance.<sup>7</sup> F.Kocharly managed to transfer the Muslim Department of the Gori Teachers' Seminary to Qazakh at the cost of his life. In first years Cherniyaevsky's experience of assembling students was used to attract students to the seminar. The first teachers of the seminar were graduates of the Gori Teachers' Seminary. Program of the seminar was written by F.Kocharly.

National traditions were taken into account and modernized in accordance with the requirements of the national state in the prog-

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<sup>6</sup> Shukurov S. From the history of Ganja schools. Baku, Maarif (education), 1990, p.69

<sup>7</sup> Information of the General Vocational Education Department of the People's Commissariat of Education of the Azerbaijan SSR about higher, secondary and vocational schools of the republic. Azerbaijan archive. Documents and materials. Baku, 1978. No. 1-2 (16-17), p. 101-103

ram. Qazakh Teachers Seminary worked on the basis of the curriculum of the Gori Teachers' Seminary via program until 1921.

National traditions were taken into account in the program and it modernized in accordance with the requirements of the national state. Gazakh Teachers' Seminary worked on the curriculum and program of Gori Teachers Seminary until 1921.

In the second chapter titled "*The first stage of the formation and development of the network of secondary specialized pedagogical educational institutions in Azerbaijan*" it is based that in the first year of Soviet power, teachers' seminaries in Baku, Ganca, Gazakh and Nuha (Sheki) were reorganized.

Until 1921, Gazakh Teachers' Seminary worked on the basis of the regulations of Gori Teachers' Seminary and on the curriculum of the Azerbaijani department under it. In 1920, the department for women began its activity under the seminary. In 1923, Kazakh Teachers' Seminary had its first graduates. During those years, the seminary had 658 graduates, 592 of them being boys and 66 girls.<sup>8</sup>

Nuha (Sheki) pedagogical seminary functioned separately as a seminary for boys and girls, in 1926b the boy and girl seminaries were combined and named joint pedagogical college. It functioned as - Nukha Pedagogical School named after M.F.Akhundov in 1928, in 1932 as Nukha Pedagogical School named after I.V.Stalin and after the second half of the 50s as Sheki pedagogical vocational school.<sup>9</sup>

The first director of Nuha (Sheki) boys' seminary was Recep Efendiyev, and the first director of Nuha (Sheki) girls' seminary was Yusif Efendiyev (studied in Turkey).

The men's seminary founded in 1920 in Baku, was combined with the women's seminary, and continued its activity as Baku Joint Pedagogical Vocational School.<sup>10</sup>

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<sup>8</sup> Seyidov F. Repeated treasure of our education . Baku, 2001, p.149

<sup>9</sup> Алиев, С. Кем быть, куда пойти учиться. С.Алиев, Ф.Алиев. Баку:Маариф, 1984. 274 с.

<sup>10</sup> Agayev A., Aliyev A. Being worthy the name of the great Sabir. Bakı, "Education",1999, p. 18

Panah Gasimov was the head of men's seminary and Madina Giyasbeyli directed women's seminary before the unification. After the seminaries were joined, Panah Gasimov was appointed as a director and Jamo Jabrayilbeyli as a deputy director on educational affairs of the pedagogical vocational school.

In November 1922, Teachers Seminary began its activity in the city of Nakhcivan<sup>11</sup>. Khalilaga Hajilarov (graduate of Alexander Tbilisi Institute) was appointed as a director and Abdulazim Rustamov as a deputy director of the seminary. In the 1923-1924 academic year, seminary was transformed into Nakhchivan Pedagogical Vocational School. In 1924, the women's seminary began its activity in Nakhchivan, a year later it became a pedagogical vocational school. The first director of the vocational school was Fatma Alizade. Teachers' seminaries were opened in Guba, Lankaran and Zagatala in 1923-1924 academic year<sup>12</sup>. In the same academic year, a second seminar – Turkish (Azerbaijan) Pedagogical School was opened in Ganja. In 1924, 13 seminaries (8 for men and 5 for women) were functioning in Azerbaijan, where 1704 students got education.

On March 23, 1925, by the decision of the People's Education Commission of the Azerbaijan SSR and on the basis of regulations on "Vocational schools", four-year pedagogical vocational schools (6 for men, 5 for women) were created under these seminaries. A year later, seminaries for girls and boys were combined. The new regulation abolished prohibitions for girls studying in vocational schools, gave permission for girls living in the boarding house to leave them freely, let them visit their homes on holidays and it had a serious impact on the increase of student staff.

In the 1926-1927 academic year, 2260 students were educated in pedagogical vocational schools, but only a year later their number was increased up to 2373. While in the 1920-1921 academic year, four pedagogical seminars were functioning in the country, their

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<sup>11</sup> Jafarov H. Education in Nakhchivan: course of development and possibilities . Baki: "Science and education", 2011, s.33

<sup>12</sup> Mardanov M. History of education in Azerbaijan. I volume. Baku: Education, 2011, p. 217

number was increased up to 11 in the 1927-1928 academic year. Accordingly, the number of students in those years increased from 1069 to 2373. In 8 years, the number of professional schools increased to 7, and the number of students to 1304 people. Although, as a result of financial difficulties, the evening Pedagogical School in Ganja was closed in 1926.

In order to speed up the training of teachers, as well as to raise the scientific-methodical level and pedagogical training of the existing teaching staff, in 1927, the People's Education Commission organized a part-time pedagogical professional schools under the name "Pedagogical professional schools at home". Since that time, a certain system was established in the work of retraining teachers.

The third sub-chapter is called *"Improvement of the content, forms and methods of education in secondary specialized pedagogical institutions"*. It is asserted that creation of new curricula and programs, textbooks and teaching aids in the native language was one of the most critical issues of the time. The education policy of the state required new content, new programs, new teaching resources and, of course, teachers who could execute them. The Bolsheviks regarded the old teachers as intellectuals of the capitalist culture.

On October 9, 1921, the Board of the People's Education Commission of the Azerbaijan SSR approved charter and "Regulations on Teachers' Seminary". The charter defined four years education period in vocational schools for men and women and the rules of governing the teaching, training and education process. It was determined that those whose ages are not less than 13, and more than 16, graduating the level 1 schools, and who want to be in the position of teacher in the future, should be admitted to the vocational schools for men and women.

In the same year, the Board of the People's Education Commission of the Azerbaijan SSR approved the first curriculum of teacher seminaries. Two-year experience in teacher training was analyzed and a new version of the curriculum was approved at the Board of the People's Education Commission of the Azerbaijan SSR. In

1923, pedagogical seminars began to work with a new curriculum. This curriculum was different from the previous one. The difference was in the structure of the curriculum, in the amount of hours, in the name and number of subjects. In the newly prepared content, everything was adapted to the official and unofficial instructions of the Bolshevik party. In 1925, a new curriculum, the third in number, for pedagogical seminars was approved but it was not long lasting.

In the 20-ies, in order to improve the training of teachers, to update the teaching and learning methods, to enrich traditional teaching methods with new ones, teachers with practical skills and researchers conducted pedagogical searches, using different training methods depending on the subject, theme and age characteristics of students.

In 1926-1931, diversity in the application of teaching methods in primary schools was allowed. "Complex method" of the years of 1926-1928, and "complex project method" of the years of 1928-1931 were the only universal method applied in primary schools. This process, that took place in first grade schools, caused certain delays in the work of pedagogical schools as well.

At the beginning of the 30s, a new curriculum for pedagogical vocational schools was formulated on the subjects protecting the structure and logic of science. This principle was in correspondence with the historical conditions of the 30s.

The second chapter of the research study is called "Training of pedagogical personnel with secondary professional education under the conditions of compulsory primary education in Azerbaijan (30-50s of XX century)".

The work fulfilled in connection with the implementation of compulsory primary education in Azerbaijan in the first half of the 30s is analyzed and studied in the first sub-chapter titled "Development of secondary specialized pedagogical education institutions under the conditions of general compulsory education". On June 9, 1928, Central Executive Committee (CEC) and Council of People's Commissars of the Azerbaijan SSR adopted a decision on "Appli-



cation of General Primary Education and network commissions”.<sup>13</sup> In accordance with this decision, local authorities were instructed not only to expand the school network, but also to take measures to involve children to the school in obligatory order. In August 1928, compulsory education began in Baku and factory-plant district of the city. The decision of the Central Committee of all-Union Communist Bolshevik party on “General compulsory education”<sup>14</sup> dating July 25, 1930 and the decision of the CPC (Council of People's Commissars) on the “Implementation of general compulsory primary education in the Azerbaijan SSR” dating August 29, 1930 became the beginning of a new stage in education policy. According to the decree, children aged 8, 9 and 10 should have been involved in compulsory primary education in all cities and urban settlements of Azerbaijan in the years of 1930-1931, and in all regions in the years of 1931-1932. Compulsory primary education implemented in Ganja, Salyan, Zagatala, Nukha and Shirvan regions in 1930/31 began to be conducted in all regions of the Republic in 1932/33. On decree of CPC, december 29, 1930, two grade schools in Aghdam, Khankendi, Salyan, Shamakhi, Goychay, Garyagin (now Fizuli) and Ordubad village youth school became pedagogical schools. In the 1931-1932 academic year, Hadrud, Astarkhanbazar (Jalilabad), Sabirabad and Lachin pedagogical schools were formed. During the 1928/1929-1932/1933 academic years, 8182 personnel were trained in the secondary specialized educational institutions of the Republic and the vast majority of them were graduates of pedagogical schools. In 1932, a pedagogical school was founded in Shamakhi. The school was named after prominent Azerbaijani poet M.A.Sabir.

In the early 30s, part-time pedagogical vocational schools expanded their field of activity. Pedagogical courses were opened under some vocational schools. For example, 8 months courses were

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<sup>13</sup> An overview of the activities of the government in 1927 and 1928. Baku, 1929, p. 330

<sup>14</sup> Party and government decisions about school and teacher. Baku: Azernashr, 1952, p.25

opened under Nukha (Sheki) pedagogical vocational school to train teachers, preschool educators and pioneer workers.

If 5854 students were educated in pedagogical professional schools of the Republic in the 1934/1935 academic year, their number increased considerably and in 1936 reached to 7534. One of the main reasons of the increase was the decree of the People's Education Commission of the USSR on the structure of pedagogical vocational schools dating July 4, 1932 which reduced the period of education in pedagogical vocational schools from 4 to 3 years.<sup>15</sup>

In connection with the establishment of 2-year Institutes for teachers, some of the pedagogical professional schools in the Republic were united. In 1940, Sabirabad and Lankaran pedagogical professional schools were closed. In 1941, Gusar pedagogical professional school was joined to Guba pedagogical professional school. In the 1935-1936 academic year, Lachin pedagogical professional school, in 1935 Astarkhanbazar pedagogical professional school were closed. In 1937, the Nakhchivan pedagogical professional school was resettled in Ordubad. On the one hand, one of the main reasons of unification of pedagogical professional schools was the need to prepare enough primary school teachers, on the other hand, the establishment of 2-year teacher institutes required the unification of such schools. For 5 years, between the years of 1936-1941, pedagogical professional schools trained 11875 teachers with secondary pedagogical education for our republic.

The activities of Kirovabad (Ganja), Gazakh, Aghdam, Garyagin (Fizuli), Shusha professional school and of Baku pedagogical professional schools named after A.Sabir were particularly remarkable in this sphere. Gazakh pedagogical professional school took second place in teacher training.

The decision of the USSR Public Education Commission "On admission to the higher educational institutions and colleges" in 1935, allowed the democratization of higher schools and secondary

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<sup>15</sup> Party and government decisions about school and teacher. Baku: Azernashr, 1952, p. 168

specialized schools in the USSR. The restrictions on the admission of children whose parents were considered politically ineligible and who had no election rights to higher and secondary specialized educational institutions were removed. Specific increased attention has been given to the admission of girls to secondary specialized educational institutions. During this period, the quality of the preparation of teaching staff significantly exceeded the quality of the process. In spite of all this, in the 1930s and 1940s of the 20th century, the secondary vocational education institutions could play an important role in shaping a new type of intellectual generation in the country. Progressive changes in educational sphere have given a powerful impetus to the revival of the literary and cultural environment in the country, and at the same time the development of the press, theater and literature.

In the second sub-chapter of research work titled “*Pedagogical staff training in secondary specialised education in Azerbaijan during the Great Patriotic War and post-Soviet years*”, it is spoken about the unification of secondary pedagogical educational institutions in Azerbaijan. By the decision of the Council of People's Commissars of the Soviet Socialist Republic of Azerbaijan dated August 21, 1941, the school № 2 of Baku Public Education School, Pedagogical school named after M.A.Sabir, Baku Cultural-Educational and Library Colleges, Nukha (Sheki) Political Education and Pedagogical School were joined together. The war had seriously damaged the organization of educational and upbringing issues at Nukha Pedagogical College, during the years of repression. The schools of Gusar, Salyan and Nakhchivan were closed down because of poor financial and lack teaching staff.

In the second half of the 40s, a number of urgent affairs were made to improve the training of the teaching staff. Above all, admission plans have been increased. It must also be admitted that at that time it was really a big problem to get a trained student contingent. Sometimes it was not possible to fill out the plan areas allocated to the colleges. In total, in 1941-1945, 30,190 students were studying in secondary schools of the Republic, 23.7% of which were

educated in pedagogical schools<sup>16</sup>. 3273 teachers had been trained for primary classes in secondary specialized pedagogical schools.

The law titled “The five-year plan of restoration and development of the national economy of the USSR during the 1946-1950 years” adopted on March 18, 1946 during the II challenge of the first session of the Supreme Soviet of the USSR, and the same law adopted by the Supreme Soviet of the Soviet Socialist Republic of Azerbaijan on August 15, 1946, provided and ensured the new development of educational institutions, including the preparation the teaching staff of the secondary special education, in a new content and direction. It was taken into consideration the restructuring of general education, technical, vocational and higher education, strengthening the material and technical basis, and taking the necessary measures to improve the teaching staff in the law. As the socio-political upbringing of the growing generation in schools became paramount importance, Chief of Staff of the Pioneers has begun to be trained in secondary specialized educational institutions. That was why, the departments preparing Chief of Staff of the Pioneers were established at the Aghdam Pedagogical School in the 1947/1948 academic year, and in the Nukha (Shaki) Pedagogical College in the 1948/1949 academic year.

In 1948 the Yerevan pedagogical school was moved to Khanlar district of the Azerbaijan SSR with a contingent of 220 people. This happened as a result of a historical crime committed against the Azerbaijani people by the decisions No. 4083 of December 23, 1947 and No. 754 of March 10, 1948<sup>17</sup> given by USSR Council of Ministers. In the academic year of 1947/1948, 17 pedagogical schools (Baku Pedagogical School named after M.A.Sabir, Lankaran Pedagogical School, Pedagogical School of Department of Nation Education of Baku, Agdash Pedagogical School, Shamakhi Pedagogical School, Kirovabad (Ganja) Pedagogical School, Shusha Pedagogical

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<sup>16</sup> Mardanov M. History of education in Azerbaijan. Volume II Baku: Tahsil, 2011, p.280

<sup>17</sup> Deportation. The deportation of Azerbaijanis from the historical and ethnic lands of Armenia. Baku, 1998, p.14

School, Guba Pedagogical School, Garyagin Pedagogical School, Lachin Pedagogical School, Goychay Pedagogical School, Zagatala Pedagogical School, Gazakh Pedagogical School, Khanlar Pedagogical School, Ordubad Pedagogical School, Aghdam Pedagogical School, Nukha (Sheki) Pedagogical School) operated in the country. Among these schools, in 12 pedagogical schools in the regions the education was operated in the Azerbaijani language, in 3 pedagogical schools which were in Baku language of training were both in the Azerbaijani and Russian languages. In Kirovabad (Ganja) and Shusha pedagogical schools, besides the Azerbaijani department, there was also an Armenian department.

The main focus of training in the late 50s, including the training of higher and secondary specialized pedagogical staff, was to provide a unified guidance to higher and secondary vocational education institutions, to provide them with scientific and methodological support, to regulate the educational process and the organization of the Committee of Higher and Secondary Specialized Education of the Azerbaijan SSR. On September 26, in 1960 the Statute of the Committee was established. In addition to higher education, the Committee has been tasked with improving the skills of pedagogical and scientific-pedagogical staff of secondary special education institutions, strengthening the material and technical base, recruitment and placement of students. At that time there were only 10 pedagogical schools.

In the third sub-chapter entitled *“Improving the content of education in secondary specialized pedagogical education institutions (30-50s)”* areas for improving the directions of the content of secondary education in specialized pedagogical schools in the 30-50s of the 20th century are defined out. It is justified that at this stage the curriculum of pedagogical colleges, which provide the training the teachers for the secondary specialized education, has been changed for several times, and it has been developed in accordance with the requirements of scientific, systematic and succession principles.

On October 26, in 1933, the Board of the Public Educational Commission of Azerbaijan approved the charter and new curricula of

pedagogical colleges. The charter included the structure of the pedagogical colleges, the organization of educational work in secondary specialized educational institutions, the duration of the academic year, teacher training, management system, admission of the students, regime and other issues.

During the war the curriculum of pedagogical schools was changed three times (1941/1942, 1942/1943, 1944/1945). The change was not of a serious character. In the curricula, the hours devoted to military and physical education were increased in accordance with the requirements of the time, and the differences in hours allocated to individual subjects were noticed. The hours for general education subjects were increased. The new curricula and programs have attracted more attention with relative stability than the previous ones. If the curriculum and programs from 1920 to 1930 were redesigned by the pedagogical colleges each year, from 1930 to 1948 the curricula and programs were changed only for 6 times. From 1948/1949 academic year till 1965 there has been no significant change in the content of secondary specialized pedagogical education. These curricula and programs have remained mainly stable for 17 years.

In the fourth sub-chapter of the chapter titled *“Improving the forms and methods of training in secondary special educational institutions (30-50 s)”* the issues of improving the forms and methods of organization of secondary specialized pedagogical schools in the 30-50s of the XX century are explored. The reasons for not accepting of the traditional form of training in pedagogical colleges, and the characteristics of the organization of training in the form of a Dalton-plan are being researched. Forms such as extracurricular reading, evenings of artistic activity, literary conferences, wallpaper at schools, watching the film and their discussions, days of speaking practice, etc. were preferred in pedagogical schools.

The last chapter of the dissertation is called **“Secondary Educational Pedagogical Institutions of Azerbaijan in the new stage of development (1960-1991)”**. In the sub-chapter entitled *“The development of secondary special education institutions: the reasons of unification”* the developmental directions of secondary special

educational institutions in Azerbaijan in the 60-80 years of the XX century are and the causes that make the unification necessary are investigated. In comparison with the previous years, at the end of the 50-s, a significant decrease is observed in the number of schools preparing primary school teachers. The main reason for this was the beginning of preparation of a primary school teacher with higher education in ASPI named after V.I.Lenin in the academiv year of 1958-1959<sup>18</sup>. Of course, this led to a decrease of the contingent of pedagogical schools providing primary school teacher training. In the 1959-1960 academic year, Kirovabad (Ganja), Gazakh, Goychay and Aghdam pedagogical schools, which had great traditions in teacher training, were closed down [40].

In 1965, Baku preschool pedagogical college was reorganized on the basis of the corresponding department of Pedagogical School named after M.A.Sabir. In the same year new preschool pedagogical college was established in Kirovabad (Ganja).<sup>19</sup> In 1966-1970, pedagogical schools preparing teachers for elementary classes of national education were opened in Ali Bayramli (now Shirvan) and Aghdam. Of course, this led to an increase of the number of students studying in pedagogical schools. In the academic year of 1961-1962 there were 2654 students in 9 pedagogical schools, in 1965-1966 academic year 5598 students in 10 pedagogical schools, and in 1970-1971 academic year 7059 students studied in 13 pedagogical schools. In the 1970s, as a result of expanding the network of higher educational institutions in the republic, the need for tha graduates of pedagogical colleges was reduced.

From the beginning of the early 1980s, the number of pedagogical schools and the number of students in the republic decreased from year to year. In the 1980-1981 academic year, there were 5800 students in 8 pedagogical schools, in the 1985-1986 academic year 5200 in 7 pedagogical schools, in 1987-1988 academic year 3200 in

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<sup>18</sup> Mammadov Y. Azerbaijan State Pedagogical University-90, Baku: Tehsil, 2012, p.82

<sup>19</sup> State Historical Archive of the Republic of Azerbaijan: F..57, siy.16, work 76, p.99

4 pedagogical schools and in the 1987-1988 academic year 2700 in 4 pedagogical schools<sup>20</sup>.

In the second sub-chapter entitled *“Improving the content of education in secondary specialized educational institutions”* it is justified that in the 1960s, significant efforts were made in improving the teaching process in secondary specialized pedagogical schools, new curricula and programs for pedagogical schools were developed in accordance with the requirements of the time and social demand of the society, an attempt was made to regulate the academic load of students.

The curricula approved in the early 60s for pedagogical schools remained almost unchanged, but with some modifications until the early 1970s. The new curriculum was approved (1982) in connection with the commencement of wide-scale professional staff training in pedagogical schools in the “Primary School Education” specialty.

In the last sub-chapter of the chapter entitled *“Improving the forms and methods of training in secondary specialized educational institutions”* it is justified that in the 60-80s, a lot of work was done in improving the content, forms and methods of secondary specialized pedagogical education in Azerbaijan. In the 60-80's the following organizational forms of education were used in secondary schools: “lesson, excursion, laboratory and practical lessons, seminar classes, course and diploma designing, facultative lessons, subject and technical creativity circles, independent student home assignments, consultations, group and individual classes for the students with low and poor learning skills”<sup>21</sup>. In the 1960s and 1980s, secondary special educational pedagogical institutions, have taken an important part and played an great role in the training of pedagogical staff of the educational system of Azerbaijan.

The following conclusions were reached during the study.

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<sup>20</sup> Public education and culture in the Soviet Socialist Republic. Statistical Digest, Moscow, 1989, p. 140

<sup>21</sup> Aliyev S. Fundamentals of organization of educational process in secondary specialized schools. Baku: Maarif, 1989, p 84



- The research analyzes and presents the secondary specialized education in Azerbaijan as an important part of the pedagogical staff training of country, the ways of its development are defined and the history of an important stage of its development is created.

- Graduates of secondary special education institutions in the 20s of the XX century have been their best in school building, implementation of primary education and cultural revolution, eradication of illiteracy among the elderly generation, in the collectivism of agriculture, promotion and agitation of the ideology of the new society, and performed their pedagogical and social duties with honor.

- Identification of the content of education in pedagogical seminars in the 20s of the XX century was one of the most relevant and urgent issues in developing curricula and programs, creating textbooks and teaching materials in the native language that contained the requirements of the time. Without establishing the content of Soviet pedagogical education and ensuring its implementation in educational institutions, it would be impossible to strengthen and develop new established schools in Azerbaijan.

- The late 1920s, the first half of the 30s of the XX century is characterized by the implementation of general compulsory primary education in Azerbaijan. The transition to compulsory primary education was accompanied by serious difficulties. One of the main reasons for the difficulties was the lack of schools (buildings), the other was the insufficient number of pedagogical staff and the weak methodological training. In order to solve this shortcoming a large network of secondary specialized pedagogical educational institutions has been established in Azerbaijan.

- In the 30s of the XX century there has been established a perfect system of training of teachers with secondary specialized pedagogical education in Azerbaijan. Such problems as the lack of systematic process in staff training, retail, frequent change of content, lack of necessary scientific-pedagogical and methodical literature existing in the 1920-s were eliminated. All the pedagogical colleges focused on the implementation of compulsory primary education in the country.

- Despite the serious need for teaching staff in the 1930s, the teaching process in the pedagogical colleges was regulated by legal-normative documents. Special attention was given to the selection of students, the organization of the educational process, the organization of educational affairs in accordance with needs of society. Failure in the educational process resulted in the expulsion of students from the technical colleges.

- Quantitative and qualitative changes in the training of teachers with higher education in the 30s and 40s also played an important role in providing pedagogical colleges with teaching staff and teaching literature. Textbooks and teaching materials for students of the higher pedagogical school were also used in pedagogical colleges.

- The Great Patriotic War has put Azerbaijan in the forefront of education, as well as in other fields. The severity of the war has seriously impacted on the pedagogical potential of the educational institutions, the material and technical base, the quality of education and upbringing.

- The war ended with victory opened new perspectives in training of pedagogical staff with secondary specialized education. The buildings of secondary schools, secondary specialized schools and universities purchased for the needs of the war were given back to the educational institutions. Education in the country was focused and directed on economic and cultural construction. Despite the economic difficulties in the country, the process of motivating teachers financially and morally were continued.

- The changes in the content of secondary schools in the second half of the 40s also led to a significant change in pedagogical schools. The period of study in pedagogical schools was extended for a year. The extending of the training period by 4 years was intended to provide better qualified teachers for primary schools.

- The quality of teaching in pedagogical colleges, the up-to-date primary class, physical education and training of educator teachers were closely connected with the formation of a professional pe-

dagogical collective. In the 40-s it was not possible to regulate this process either as in the 20s and 30s.

- Compared to previous years, after the post-war years, there has been a remarkably qualitative change in the staff training in secondary specialized pedagogical educational institutions. The increase in student contingent in schools led to the expansion of the network of pedagogical schools, as well as the list of specialties in which training was conducted; the previously closed pedagogical schools were opened again, and training of teachers for such subjects as labor, drawing, music and singing was started.

- Changes in the content of primary schools have made it necessary to change and improve the content of education in pedagogical schools. Development of content, forms and methods of pedagogical staff training was carried out in conditions of excessively ideologising of social and political life of the country.

- As in the 20s and 30s, the pedagogical schools did not have a definite system for assessing students' knowledge. During the attestation of students' knowledge in pedagogical schools, the experience of secondary school or high school was taken as an example.

- The content and methods of organizing extracurricular activities varied: political information, meetings, reports, lectures, wallpapers, socially useful work, circle activities, Olympiads, organization of art nights, quiz parties, readers' conferences, going to cinemas, excursions, exhibitions and others. Pedagogical schools included choir, drama, pedagogical, history, geography, artistic reading, plant growing, young naturalist, music, folk instruments, physical education and sports associations. Students from different circles were closely involved in the socio-political and pedagogical life of the schools and acted as organizers of varied events.

- In the 30s-50s, the lesson got great importance as the main form of organization of teaching, teacher's interpretation in teaching process, interviews, illustrations and demonstrations, laboratory work, exercise, practical work, work with textbooks and books, and other methods were widely used.

- In the 60-80s of the XX-th century the new stage of development of secondary specialized pedagogical educational institutions in Azerbaijan was carried out. In the 70-80s the development of the full-time education of secondary specialized education accelerated, the requirements for the quality of training increased.

- In the 60-70th years significant work was done to improve the educational process in secondary specialized pedagogical schools, new curricula and programs have been developed in accordance with the requirements of the period and social order of the society and an attempt was made to regulate the academic load of students.

- Changes in curricula used in secondary specialized pedagogical educational institutions in the 60-80s in order to enrich the normative subjects led to a significant overload of students, there arose excessive addiction to the programmed training, and the teaching process was idealized

- the process of feminization of contingent of pedagogical educational institutions and pedagogical staff was intensified;

- the use of training techniques in the learning process was expanded;

- the tradition of individual and collective solidarity of the senior students, the instructors, the Komsomol activists on the first-year students was formed;

- respectively, increased emphasis on the study of the Russian language led to the weakening of the study of the national language and culture;

- in the 1980s, the rights of students in the pedagogical process and management of educational institutions were expanded.

Therefore, it would be more efficient to accelerate the combining of pedagogical colleges with the closure of higher educational institutions. As the State Pedagogical College of Azerbaijan has been given to the ASPU, other Pedagogical Colleges would also get benefit from the process. Pedagogical colleges operating in the regions may provide joint staff training based on long-term contracts with universities. Providing higher education to the undergraduates of the colleges with access to relevant undergraduate courses as they re-

ceive certain credits would enhance integration with the pedagogical higher education institution.

The following publications were published on the results of the research:

1. Qurbanova V.Ş. Azərbaycanca orta ixtisas pedaqoji təhsil müəssisələrinin yaranmasını şərtləndirən amillər // Azərbaycan Respublikası Təhsil Nazirliyi Azərbaycan Respublikası Təhsil Problemləri İnstitutu Naxçıvan Dövlət Universiteti Naxçıvan Müəllimlər İnstitutu “Tədris prosesinin təkmilləşdirilməsi və müasir təhsil konsepsiyaları” Beynəlxalq elmi konfransın materialları Naxçıvan şəhəri, 16-17 dekabr 2014 cü il, s. 206-207.

2. Qurbanova V.Ş. XX əsrin 20-ci illərində Azərbaycanda müəllim kadrları hazırlığında orta ixtisas pedaqoji təhsil müəssisələrinin rolu // Azərbaycan Dövlət Pedaqoji Universiteti. Pedaqoji Universitet Xəbərləri. (pedaqoji-psixoloji elmlər bölməsi). Bakı: 2015, № 3, s. 375-378

3. Qurbanova V.Ş. XX əsrin 30-cu illərində Azərbaycanda orta ixtisas pedaqoji təhsilin məzmununun təkmilləşdirilməsi // Azərbaycan Respublikası Təhsil Nazirliyi. Azərbaycan Respublikasının Təhsil Problemləri İnstitutu Elmi əsərlər. Cild 83, №3, s. 168-172

4. Qurbanova V.Ş. XX əsrin 40-50-ci illərində Azərbaycanda orta ixtisas pedaqoji təhsilin məzmununun təkmilləşdirilməsi. Azərbaycan Respublikası Təhsil Nazirliyi. Bakı Qızlar Universiteti Elmi Əsərlər. 2016, №3, s. 65-70

5. Qurbanova V.Ş. Azərbaycanda orta ixtisas təsili müəssisələrində müəllim hərliyi problemi (XX əsrin 20-ci illəri). Azərbaycan Respublikası Təhsil Nazirliyi. Sumqayıt Dövlət Universiteti “Müəllim-tələbə münasibətləri: pedaqoji və psixoloji aspektlər” Respublika elmi konfransının materialları (27-28 oktyabr 2016 cı il) Sumqayıt:2016, s. 200-202

6. Qurbanova V.Ş. Azərbaycanda orta ixtisas pedaqoji təhsil müəssisələrinin inkişafı (1930-1934 -cü illər). Gənc tədqiqatçıların IV-cü beynəlxalq elmi konfransı. Materiallar. Qafqaz Universiteti, 29-30 aprel 2016. II kitab. Bakı, Azərbaycan, 2016, s.1534-1535

7. Гурбанова В.Ш. Развитие образования в регионах Азербайджана. Историческая роль средних специальных педагогических учебных заведений в воплощении в жизнь общего обязательного образования в регионах Азербайджана. Образование на протяжении всей жизни: разнообразие идей, концепций, форм, методов, технологий. Международная монография по итогам акций «Неделя образования взрослых 2012-2016». Санкт-Петербург, 2016, с.86-90

8. Qurbanova V.Ş. Azərbaycanca orta ixtisas təhsilli müəllim kadrları hazırlığı: unifikasiyanı zəruri edən səbəblər (XX əsrin 40-cı illəri). Azərbaycan Respublikası Təhsil Nazirliyi. Gəncə Dövlət Universiteti Elmi Xəbərlər. Gəncə 2016, №2, s. 242-246

9. Qurbanova V.Ş. Azərbaycanca orta ixtisas pedaqoji təhsil müəssisələrinin təşəkkülü // Azərbaycan Respublikası Təhsil Nazirliyi Naxçıvan Müəllimlər İnstitutunun Xəbərləri. Naxçıvan: 2016, Cild: 12, № 1, s.16-21

10. Qurbanova, V.Ş. İcbari ibtidai təhsilin həyata keçirilməsi ilə əlaqədar Azərbaycanda pedaqoji orta ixtisas təhsil müəssisələrinin inkişafı (1930-1934 -cü illər) // Azərbaycan Respublikası Təhsil Nazirliyi. Məktəbəqədər və ibtidai təhsil. (elmi metodik jurnal) 2016, №3, s.14-18

11. Qurbanova V.Ş. Azərbaycanda orta ixtisas pedaqoji təhsil müəssisələrinin inkişafı (XX əsrin 30-cu illərinin 2-ci yarısında) // Azərbaycan Respublikası Təhsil Nazirliyi, Bakı Slavyan Universiteti, Elmi əsərlər. (ictimai siyasi elmlər seriyası). Birgə nəşr. Bakı - Minsk, 2016, s. 239-246

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13. Гурбанова В.Ш. Роль средних специальных педагогических учебных заведений в воплощении в жизнь общего обязательного образования в регионах Азербайджана //

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14. Qurbanova V.Ş. 1920-1991-ci illərdə Azərbaycanda orta ixtisas pedaqoji təhsili: təşəkkülü, inkişaf tendensiyaları və problemləri // “Əbdül Əlizadə: ənənəvi təhsildən təfəkkür məktəbinə” Respublika elmi-praktik konfransının materialları. Bakı: ADPU, 2017, s. 263-265

15. Qurbanova V.Ş. XX əsrin 30-40 cı illərində Azərbaycanda orta ixtisas təhsilli müəllim kadrları hazırlığının əsas istiqamətləri // Azərbaycan məktəbi (elmi-nəzəri, pedaqoji jurnal). Bakı: 2017, №2, s. 66-72

16. Qurbanova V.Ş. Azərbaycanda orta ixtisas pedaqoji təhsil müəssisələrinin təşəkkülü və inkişafı (1920-1991-ci illər). Monoqrafiya. Bakı: Elm və təhsil, 2018, 268 s.

17. Гурбанова В.Ш. Развитие средних специальных учебных заведений в Азербайджане в 60-х годах XX века // LX international correspondence scientific and practical conference “European research: innovation in science, education and technology”. London, UK. February 10-11, 2020, p.51-53

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19. Qurbanova V.Ş. Müasir inklüziv təhsilin mahiyyəti və məzmunu // “İnklüziv təhsildən inklüziv cəmiyyətə”. II Beynəlxalq elmi-praktiki konfrans. Bakı: BSU, 2024, s.361-362

The defense of the dissertation will be held at the meeting of the FD 2.15 Dissertation Council operating under the Azerbaijan State Pedagogical University on may 16 2025 at 12<sup>00</sup>.

Address: AZ 1000, Baku, U. Hajibeyli Street, 68

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A handwritten signature in black ink, appearing to be 'Ucarov', with a horizontal line underneath.



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