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ABSTRACT

of the dissertation for the degree of Doctor of Science in Pedagogy

DIVERSIFICATION AND DEVELOPMENT TRENDS OF HIGHER PEDAGOGICAL EDUCATION IN AZERBAIJAN (1920-1991)

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GENERAL SPECIFICATION OF THE STUDY

The relevance and level of development of the topic. Education, especially higher education, plays a significant role in the harmonious development of society, in forming its intellectual potential, and in converting material wealth into human capital. At a time when Azerbaijani education is integrating into Europe, higher education is considered a real force that drives sustainable development in social, economic, and cultural fields. For this reason, in recent years, the content of higher pedagogical education has been updated in line with national statehood principles and the ideology of Azerbaijanism, substantial reforms have been carried out in this educational level, and significant steps have been taken towards competitive staff training and human capital formation in line with the country's needs.

Thanks to the strategic course determined by the national leader Heydar Aliyev and successfully continued by our president Ilham Aliyev, great achievements have been made in the dynamic development of higher pedagogical education, integration of higher education into the world education system, alignment of its content with the principles of the Bologna process, ensuring its competitiveness, meeting the demand for higher-educated personnel in line with the development needs of the national economy, and forming an economically and socially efficient higher education system to ensure education opportunities. The President of the Republic of Azerbaijan, Ilham Aliyev, considering education as one of the leading directions of Azerbaijan's sustainable development strategy, stated: *“The future development of Azerbaijan is precisely related to education. Knowledgeable and educated children and youth will manage the country in the future. Education means knowledge, science, progress. Investments in education are investments in the future of our country. The reason for the development of all developed countries is precisely the intellectual class, scientific-technical progress, and technological innovations. We have chosen this path”*¹. Therefore, higher pedagogical education in Azerbaijan has entered a qualitatively new stage of its development. In this stage, the methodology of the development of education, including higher pedagogical education, is based on the words of

¹ President Ilham Aliyev and the Development of Education in Azerbaijan. Baku, 2008, p. 63

the national leader in his concluding speech at the State Commission on Educational Reforms in March 1999: *“The education system is such a system that there can be no revolutionary changes here...all changes in our lives are evolutionary. It should never be allowed to destroy something that has been created over decades in one day and then create a new law that you don't even know about.”* Reforms carried out in the field of education in our country, including higher pedagogical education, renewal and improvement, are based on national grounds, historical experience, and also on the experience created by humanity, the tradition of education and training. Because national-traditional experience can only be modern in integration with universal experience. In the modern era, maintaining the principles of historicity, continuity, modernity, and nationality in the construction of higher pedagogical education in Azerbaijan, along with studying and applying European education traditions, determining the main stages of the formation and development of higher pedagogical education in Azerbaijan from 1920 to 1991, summarizing the rich 70-year experience in this field, can help build a perfect foundation for the higher pedagogical education system. Seventy years of history is such a historical material that it is impossible to understand and appreciate social self-awareness without critically understanding and evaluating it. The new level of historical consciousness can be ensured by destroying old stereotypes with free humanitarian thinking. Currently, such a socio-political, scientific-cultural, and pedagogical environment has been created that it is extremely necessary and essential to determine new solutions to historical-pedagogical problems that were once “solved”.

The national leader Heydar Aliyev said: “The period from 1920 to 1991 was a special period in the life of Azerbaijan. Azerbaijan was not independent, but the Azerbaijani people went through a great path of development”¹. The President of the Republic of Azerbaijan, Ilham Aliyev, stated: “The history of education in Azerbaijan is rich with achievements that each of us is proud of”. In this regard, studying, analyzing, and determining the development trends of higher pedagogical education in Azerbaijan during the Soviet period is extremely necessary and important for developing correct scientific conclusions. Not knowing the past not

¹Speech of the President of the Republic of Azerbaijan Heydar Aliyev at the First Forum of Youth of the Independent Republic of Azerbaijan // Azerbaijan School, 1996, No. 2, p. 16

only harms understanding the present, but it also endangers initiatives to penetrate the future.

Despite the fact that the entire purpose and intention of the Soviet education system were to distance people from their ethnic roots and to form a single Soviet people with the same language and ideology, remarkable achievements were made in the field of higher pedagogical education in Azerbaijan despite uniform approaches and severe restrictions. The national leader Heydar Aliyev highly appreciated these achievements, saying that the value of this education system can be seen from the fact that Azerbaijan has people with high knowledge, education, and specialization, and they make up a large part of society. If these people did not exist, Azerbaijan's economy could not develop so strongly, and its science could not progress. If they did not exist, we would not be able to govern Azerbaijan as an independent state today. We must appreciate them and never forget the achievements we have gained over the decades¹. Let's pay attention to the facts: In the years 1920-1991, education in Azerbaijan acquired an entirely new content, with educational policies directed towards raising generations in accordance with the demands of socialism and communism. For this purpose, an extensive network of schools was established in the Republic, their educational and material bases were strengthened, and measures were taken to supply them with pedagogical staff, textbooks, and teaching aids. Conditions were created to ensure that all school-aged children were covered by compulsory general secondary education. In Azerbaijan, compulsory primary education was implemented between 1930-1934, compulsory seven-year incomplete secondary education between 1935-1958, compulsory eight-year education between 1959-1960, and compulsory general education between 1967-1975. In 1990, an average of 1.4 million students were educated annually in 4,356 general education schools in the Republic, with 132,000 teachers involved in their education and upbringing. In preschool educational institutions, 191,000 children were cared for by 18,800 educators. During those years, a network of 231 extracurricular educational institutions was formed. In the field of vocational education, a new development strategy and program were prepared and implemented. During that period, there were 176 technical-vocational schools operating in the Republic. Training for specialists was conducted in 17 higher education institutions across 172

¹ Aliyev H.A. Education is the Future of the Nation. Baku: Education, 2002, 580 p.

specialties. Outside of Azerbaijan, more than 17,000 Azerbaijani specialists were trained in over 200 rare specialties at 135 civilian and 105 military higher education institutions in more than 50 major cities of the USSR. In the higher education institutions of the Republic, 1,915 foreign students from 70 countries were studying. Among the population aged 15 and over, for every 1,000 people, 129 had higher education, 146 had secondary specialized education, 425 had general secondary education, and 190 had incomplete secondary education.¹

During the years of Soviet rule, especially in the 1920s-1950s, the socio-political and scientific-pedagogical environment was extremely zigzagged, and in the words of Bukharin, a terrible folly occurred.² Thousands of intellectuals, who were the flag bearers of the national thought of the Azerbaijani people, fell victim to Stalin's repressions, dealing a severe blow to the nation's spirit. Researchers characterize the events in socio-political life during those years as follows: "The human mind is incapable of imagining the crimes that were committed".³ In the 1930s-1940s, characterized by the application of strict and severe laws, decisions related to education were made, and Stalin's idea of strengthening class struggle hindered the development of democratic traditions in school life and led to the formation of new undesirable directions. Educational institutions were forced to distance themselves from democratic traditions. "The decisions made about schools in the 1930s were not only political documents but also methodological programs ensuring party leadership in the pedagogical process."⁴ Incidentally, it should be noted that when the first higher pedagogical education institution was established in Azerbaijan, there was some experience from Baku State University, which had begun operating during the Democratic Republic period. However, the Bolsheviks did not want to utilize this experience. As in Moscow, the organization of higher education in Azerbaijan was politicized. The previous higher education institution was labeled as a "bourgeois higher education

¹ Azerbaijan National Encyclopedia. Baku, 2007, p. 694

² Atakishiyev A. History of Baku State University. Baku: Baku University, 1991, p. 9

³ History of Azerbaijan. 20th Century. Volume II. Textbook for Higher Education Institutions. Edited by Prof. Y.B.Yusifov and Prof. T.T.Valiyev. Baku: Chashoglu, 2004, 558 p.

⁴ Rustamov F. Development Paths of Pedagogical Science in Azerbaijan (1920-1991): Doctor of Pedagogical Sciences Dissertation. Baku, ASPU, 2003, p. 38

institution” and scientific-pedagogical staff were called “bourgeois professors” and they were not involved in the organization of higher education. Some teachers who were persecuted either left the country or distanced themselves from teaching. As a result, “new Soviet specialists”, who had no experience or knowledge and were prepared in short-term courses in the early years of Soviet power, were involved in scientific and pedagogical work in higher education institutions and scientific establishments. “Specialists” sent from Moscow, who often had no scientific degree and, in some cases, even lacked higher education, were appointed to teaching positions in higher education institutions. The selection of the student contingent was also dominated by political orders. Children of workers and peasants were given priority admission to higher education institutions. The rights of children of the former national bourgeoisie and individuals considered wealthy by the Soviet government to enter higher education were restricted. Many teachers invited from Turkey were soon sent back under various pretexts. The school was separated from its past roots and experience and turned into a tool serving the ruling class. Interestingly, the decree “On Admission to Higher Education Institutions”, adopted by the Council of People's Commissars of the RSFSR on August 2, 1918, which envisaged restrictions on citizens' access to higher education, began to be applied immediately after the Bolsheviks took power in Azerbaijan. This naturally led to the formation of an undesirable direction in the development of higher education.

Studying the history of the preparation of higher education teacher cadres in Azerbaijan has been relevant both during the Soviet period and the years of independence. In Azerbaijani historiography and pedagogical studies, interesting research has been conducted on the organization and development of higher pedagogical education. Dissertations have been defended, monographs written, textbooks and teaching aids prepared, and jubilee books published regarding various educational institutions. A large portion of these studies, conducted during Soviet rule, were based on the principles of Marxist-Leninist ideology, leading to significant distortions and inaccuracies. Important aspects of Azerbaijan's education history from ancient times up to 1920 were not the subjects of research. The progressive role of the schools and madrasahs where thinkers like Bahmanyar, Nizami Ganjavi, Nasreddin Tusi, Nasimi, Shah Ismail Khatai, Molla Panah Vagif, and others were educated was denied, and they were characterized as centers of ignorance. The systematic and consistent policy aimed at distancing the people from their national and spiritual values and mentality

resulted in researchers writing: “Before the revolution, the Azerbaijani people were groaning under the veil of ignorance, drowning in a sea of uncivilization”. Or it was declared from high tribunals that the Azerbaijani people were entirely illiterate before the revolution. Recent research proves that at the end of the 19th century, the number of intellectuals living in present-day Azerbaijan (Northern Azerbaijan) was 5,635, and at the beginning of the 20th century, it exceeded 12,000.¹

During the Soviet period, research on the formation and development of higher pedagogical education in Azerbaijan was dominated by Sovietological research principles. Consequently, the research was often one-sided and fragmented, with not all stages and directions being studied with the same level of professionalism. Various necessary issues were assessed from a political standpoint, making it difficult to provide objective opinions. Events and facts were explained in a biased manner. During this period, educational science became an expression of the state's ideological interests. For this reason, comprehensive and systematic research into the problem required a re-examination, investigation, and analysis of both historical and pedagogical works (dissertations, monographs, books, and textbooks), archive documents, statistical collections, and periodical press materials that were directly and indirectly related to the subject.

The studies by T.Musayeva, «The Struggle for Public Education in Azerbaijan during the First Five-Year Plan», «Revolution and Public Education in Azerbaijan»; M. Salahov, «Organization and Development of Higher Education in Azerbaijan»², «Higher Education in Azerbaijan: History, Problems, and Perspectives»³, T.Bakhshaliyev, «Higher Education in Azerbaijan»⁴, E.Gasimova, «Higher Pedagogical Education in Azerbaijan»⁵, «From the History of the Development of Higher Pedagogical

¹ Mardanov M.J. History of Education in Azerbaijan. Volume I, Baku: Education, 2011, 296 p.

² Salahov M. Organization and Development of Higher Education in Azerbaijan: Doctor of Philosophy in History Dissertation. Baku: API, 1967, 176 p.

³ Salakhov M.N. "Higher Education in Azerbaijan: History, Problems, Prospects." Baku: Azerneshr, 1990, 288 pages.

⁴ Bakhshaliyev T.S. Higher Education in Azerbaijan (1966-1970). Doctor of Philosophy in History Dissertation. Baku, 1980, 170 p.

⁵ Gasimova E. Higher Pedagogical Education in Azerbaijan: Doctor of Philosophy in History Dissertation. Baku: ASPU, 1992, 138 p.

Education in Azerbaijan (1920-1930)»¹, M. Emrahov, M. Salahov, and N. Asadov, «Essays on the History of Higher Education Construction and the Organization and Development of Higher Pedagogical Education in Azerbaijan»², M. Emrahov's «Public Education in Azerbaijan during the War Years (1941-1945)»³, N. Pashayev's «The Development of Socialist Culture in Azerbaijan»⁴, «Historical Essays on Cultural Development in Soviet Azerbaijan»⁵, «The Victory of the Cultural Revolution in Soviet Azerbaijan»⁶, I. Mammadova's «Development of Pedagogical Education in Nakhchivan»⁷, A. Maharramov's «From the History of the Development of Higher Pedagogical Education in Azerbaijan»⁸, and F. Bakhshaliyev's «Heydar Aliyev and the Main Directions of Reforms in the Azerbaijani Education System»⁹ are all interesting in terms of studying the problem.

The jubilee books written about Baku State University¹⁰, Azerbaijan State Pedagogical Institute (now ASPU),¹¹ Kirovabad State Pedagogical

¹ Gasimova E. "From the History of the Development of Higher Pedagogical Education in Azerbaijan (1920-1930)." Baku, 2000, 85 pages.

² Əmrahov M.İ., Salahov M.N., Əsədov N.N. "Essays on the History of Higher Education Construction, Organization, and Development of Higher Pedagogical Education in Azerbaijan (1917-1941)." Baku: Mutercim, 2007, 142 pages.

³ Amrakhov M.I. "Public Education in Azerbaijan During the War Years (1941-1945)." Baku: AGPU, 2004, 145 pages.

⁴ Paşayev N.A. "Development of Socialist Culture in Azerbaijan (1920-1955)." Baku: Azerneshr, 1957, 176 pages.

⁵ Paşayev N.A. "Essays on the History of Cultural Construction in Soviet Azerbaijan." Baku: Azerneshr, 1965, 312 pages.

⁶ Paşayev N.A. "Victory of the Cultural Revolution in Soviet Azerbaijan." Moscow: Nauka, 1976, 263 pages.

⁷ Məmmədova İ. "Development of Pedagogical Education in Nakhchivan (1917-1977)." Baku, Doctor of Philosophy in Pedagogy Dissertation, API, 1993, 141 pages.

⁸ Məhərrəmov Ə. "From the History of the Development of Higher Pedagogical Education in Azerbaijan (1961-1981)." Baku: ADPU, 1998, 127 pages.

⁹ Baxşəliyev F.R. "Heydar Aliyev and the Main Directions of Reforms in the Education System of Azerbaijan (Comparative Historical Experience of Studying the Problem)." Doctor of Philosophy in Pedagogy Dissertation, Baku, 2009, 178 pages.

¹⁰ Atakishiyev A. "History of Baku State University." Baku: Baku University, 1991.

¹¹ "Chronicle of the Higher Pedagogical Institute," 1924, No. 1, p. 14.

Institute (now Ganja State University),¹ Azerbaijan State Institute of Physical Education (now the Academy of Physical Education and Sports),² Azerbaijan Pedagogical Institute of Russian Language and Literature (now Baku Slavic University),³ Azerbaijan Pedagogical Institute of Foreign Languages (now Azerbaijan University of Languages),⁴ Nakhchivan State Pedagogical Institute (now Nakhchivan State University)⁵ and Khankendi Pedagogical Institute⁶ are valuable for studying the scientific-pedagogical and methodological work carried out in various educational institutions in the preparation of higher pedagogical education teacher cadres in Azerbaijan.

A.Rzayev's works are of interest for studying the phase of higher pedagogical education teacher preparation in Azerbaijan during the 1920s-1950s. His candidate⁷ and doctoral dissertations⁸ are dedicated to the development of higher pedagogical education. His works, which are more descriptive in nature and written based on the political demands and concepts of the time, such as "Azerbaijani Public Education in the Sixth Five-Year Plan", "From the History of the Development of Higher Pedagogical Education during the Soviet Rule in Azerbaijan"⁹, and

¹ Baghirov B. "Ganja State University." Ganja, 2001, 142 pages.

² Guliyev D. "Azerbaijan State Academy of Physical Education and Sports." Baku: Araz, 2010, 120 pages.

³ "Azerbaijan Pedagogical Institute of Russian Language and Literature named after M.F. Akhundov (1946-1996)." Baku: Mutercim, 1996, 160 pages.

⁴ Aliyev A. "History of Azerbaijan University of Languages." Baku: Azerneshr, 2005, 618 pages.

⁵ Mammadov V. "Nakhchivan Teachers Institute named after J. Mammadguluzade." Baku: Chenlibel, 2001, 217 pages.

⁶ Najafov Alizade. "Khankendi Pedagogical Institute." Baku: Seda, 2000, 340 pages.

⁷ Rzayev A.G. "From the History of the Development of Higher Pedagogical Education in Azerbaijan (1920-1930)." Doctor of Philosophy in Pedagogy Dissertation, API, 1959.

⁸ Rzayev A.G. "From the History of the Development of Higher Pedagogical Education in Azerbaijan During the Soviet Years." Baku: Azerneshr, 1960, 72 pages.

⁹ Rzayev A.G. "From the History of the Development of Higher Pedagogical Education in Azerbaijan During the Soviet Years." Baku: Azerneshr, 1960, 72 pages.

“Historical Essays on Higher Pedagogical Education in Azerbaijan”¹ attract attention with their pedagogical focus. In these works, the state's education policy in the field of higher pedagogical education teacher preparation is analyzed, quantitative development is presented with statistical figures, and valuable opinions on the organization, content, and development of higher pedagogical education are put forward. Since the methodological approach was incorrect, many distortions and erroneous judgments were made. The contours of development during the Soviet era were built on the criticism of our rich historical-pedagogical heritage and educational traditions. Such an analysis and presentation method is flawed and can never reflect objectivity and reality.

In the research work, we also utilized collective works such as “Development of Higher Education in Soviet Azerbaijan”, “Rapid Development of Public Education in Azerbaijan”,² “Scientific Development in Azerbaijani Higher Education Institutions during the Ninth and Tenth Five-Year Plans”.³ Since these works are more general in nature, they provide brief information about the higher education institutions (including higher pedagogical schools) that existed during that period.

The former Minister of Education Misir Mardanov's four-volume “History of Education in Azerbaijan” is a valuable source that encompasses the development of all levels and stages of education in Azerbaijan from ancient times to the present. This book, unparalleled in its table of contents and content, dedicates its second volume to the development of general secondary, vocational, secondary specialized, higher education, pedagogical press, scientific-pedagogical library, and the museum of public education in Soviet Azerbaijan. Here, the pedagogical and scientific activities in educational institutions that prepare teachers with higher pedagogical education are investigated in unity. This is natural, as the development of education and science are closely linked, with one

¹ Azerbaijan State Pedagogical University (1921-2006). Baku: Nurlan, 2006, 311 pages.

² Mehdizade M. et al. "Rapid Development of Public Education in Azerbaijan." Baku: Maarif, 1980, 273 pages.

³ Aliyev K.G., Orujov V.A. "Development of Science in the Universities of Azerbaijan in the Ninth and Tenth Five-Year Plans." Baku: Maarif, 1985, 197 pages.

conditioning the development of the other. Without conducting scientific-pedagogical research in educational institutions, it is impossible to prepare cadres that meet modern requirements. The formation and development of higher education science are presented sequentially. It is substantiated that the initial research leading to the emergence of several scientific fields was carried out in higher education institutions. The book also provides detailed information about the scientific schools formed in higher education institutions, the scholars who founded them, and pedagogical scientists.

The research work proves that despite the mistakes and shortcomings in the organization and development of higher pedagogical education in Azerbaijan during the Soviet period, our achievements were significant. However, the formation, diversification, and development trends of higher pedagogical education in Azerbaijan from 1920 to 1991 have neither been the subject of dissertations for the degree of Doctor of Philosophy nor Doctor of Sciences in pedagogy, and a comprehensive view of the problem has not been undertaken. Therefore, we considered it necessary to write a doctoral dissertation on the topic “Diversification and Development Trends of Higher Pedagogical Education in Azerbaijan (1920-1991)”. The history of the development of higher pedagogical education in Azerbaijan during the Soviet period requires a systematic approach and a historical-comparative analysis. Such synthetic and generalized research can be conducted against the backdrop of previous studies. Until now, research on higher pedagogical education in Azerbaijan has been conducted in isolation, not compared with the development of higher pedagogical education in other republics of the Soviet Union, and the objective and subjective reasons for the mistakes and shortcomings have not been identified. In our research, we have followed this path, analyzing the facts and events related to higher pedagogical education from the perspectives of historicity and modernity, identifying the similarities and differences with higher education institutions in other regions, revealing the quantitative and qualitative characteristics, and exploring the possibilities and ways of using the rich traditions of higher pedagogical education in national education construction.

The object of the research is the development of education in Azerbaijan.

The subject of the research is the diversification and development trends of higher pedagogical education in Azerbaijan from 1920 to 1991.

The purpose of the research is to determine the scientific, cultural, pedagogical, and socio-political environment that conditioned the

development of higher pedagogical education in Azerbaijan. It aims to study the methodological, theoretical, and practical problems of the diversification processes in a comparative manner within the context of the Soviet Union, to uncover the objective and subjective reasons for the shortcomings, to substantiate the necessity of elevating the rich traditions of higher pedagogical education to the level of fundamental values, and to identify the possibilities and ways of utilizing positive trends in national education construction

Research objectives are shown below:

- To characterize the socio-economic, political, and cultural situation of the country in the early years of Soviet rule, and to substantiate that the education problems of that period were an integral part of the policies implemented under the conditions of the Soviet Union;

- To justify that various aspects of the education policy implemented in Azerbaijan were reflections of the education policy carried out within the system of the RSFSR People's Commissariat of Education, and that the strategies and tactics for solving theoretical and practical problems originated from there;

- To illuminate the diversification and development trends of higher pedagogical education in Azerbaijan against the backdrop of the socio-economic, political, and cultural processes occurring in the country, and to analyze these processes as direct outcomes;

- To determine the place of general and specific factors in the diversification processes of educational institutions during specific historical periods in Azerbaijan, accompanied by quantitative and qualitative changes, and to create a broad picture of the issues related to infrastructure creation;

- To investigate the problem of the influence of time and space factors in the classification and structure of pedagogical cadre preparation, and to substantiate that scientific-pedagogical cadre potential is decisive;

- To investigate the objective and subjective reasons for the lower quality and quantity indicators of higher pedagogical cadre preparation compared to some allied republics.

- To determine the development trends of higher pedagogical education in Azerbaijan from 1920 to 1991.

Research methods: analysis and synthesis, induction and deduction, generalization, classification, mathematical-statistical methods, systematic approach, biographical method, historical-comparative method, and others.

The scientific novelty of the research lies in the fact that, for the first time, the diversification and development trends of higher pedagogical education in Azerbaijan from 1920 to 1991 are studied comprehensively against the background of the socio-political events of the period. The objective and subjective reasons for the shortcomings are identified, the necessity of raising the level of higher pedagogical education to a high level is substantiated, and the main directions and ways of using positive experiences for the development and improvement of national educational construction are determined.

Propositions presented for defense:

- The research allows tracking the emergence, diversification, and development of higher pedagogical education institutions from 1920-1991, and predicting its future development. Studying the 70-year evolutionary process serves the deeper exploration of the cultural heritage, which is an integral part of the history of our homeland.

- The existing pedagogical education practices during the Soviet rule, considered an inseparable part of Azerbaijan's cultural traditions, developed under the economic and socio-cultural conditions characteristic of any society.

- Studying the history of higher pedagogical education has allowed identifying its development trends in various periods and revealing the social-economic, socio-political, and cultural reasons influencing its progress.

- The analysis has enabled studying the historical-pedagogical events over decades in chronological order, generalizing the content, organizational forms, and methods of education in those periods, and uncovering the nature of the policies implemented by the state in the field of higher pedagogical education.

- The research has allowed investigating the lives and professional activities of educational figures, people's commissars of education, ministers of education, scientists, and educators of different periods, and providing a conceptual view of their contributions to the educational system, highlighting their significant influence on the development of higher pedagogical education.

- The frequent diversification and merging events in various stages of higher pedagogical education were not only due to the socio-economic situation of society but also due to the lack of experience in educational construction, the frequent changes of leaders implementing education policies, and the resulting instability.

- The difficulty in completing the student contingents of higher pedagogical education institutions until the 1960s was linked to the lack of general secondary schools in the republic's regions, especially in rural areas. This led to the composition of the student contingents of higher pedagogical schools being completed mainly by graduates from urban and settlement schools.

- Identifying the diversification and development trends of higher pedagogical education in Azerbaijan has allowed for the elucidation and formation of the development regularities of higher pedagogical education theory and practice, its rational pedagogical means, and the social-cultural conditions for the effective application of these means.

- During the pre-war teacher shortage crisis, practical pedagogical searches to meet schools' needs for teachers led to the creation of a wide network of two-year teacher institutes. However, the almost complete abolition of these institutes in the 1950s, without considering the specific characteristics of the republic, negatively impacted the cultural life of the regions and caused a shortage of cadres.

- The establishment of preparatory departments in higher pedagogical schools in the 1970s and 1980s led to a decrease in the quality of cadre preparation. This practice was a continuation of the tradition from the 1920s, aimed at increasing the number of worker and peasant youth in higher education institutions. Like in the 1920s, this erroneous practice in the 1970s and 1980s resulted in many capable young people being excluded from higher education and facilitated the rise of negative phenomena.

- In the lives of students in higher pedagogical schools, material and moral support, the tendency towards self-development, and the need to preserve their individuality were predominant. The reasons for the large number of graduates not going to their assigned places in the 1970s and 1980s, and for male teachers leaving schools, were linked to the lack of material and moral support. This resulted in the deepening feminization process in pedagogical collectives.

- The alternation of authoritarianism with relative freedom, and conservatism with innovation in the history of higher pedagogical education development in Azerbaijan, leads to the conclusion that the crisis in the modern education system is a continuation of the crisis that occurred in the 1970s and 1980s. Normalizing education will depend on eliminating the factors that caused this crisis.

Theoretical significance of the research. Identifying the diversification and development trends of higher pedagogical education in

Azerbaijan, and conducting a comparative analysis against the background of the former Union states, can enrich the historical-pedagogical heritage with new scientific propositions.

Practical significance of the research. Materials related to the diversification and development trends of higher pedagogical education in Azerbaijan can be used in teaching the subjects “History of Pedagogy” and “History of School and Pedagogical Thought in Azerbaijan”. They can also be utilized in compiling the “Encyclopedia of Azerbaijani Education” and the “Azerbaijani Pedagogical Anthology”. Additionally, determining the possibilities of using rich higher pedagogical education traditions in the construction of national higher pedagogical education enhances the practical significance of the research.

The approval and implementation of the research has been conducted in several ways:

1) The results of the research were presented and reported in traditional conferences dedicated to the conclusions of scientific research works at ADPU (2007-2014), such as “Issues of Research and Teaching of Humanitarian and Social Sciences in Higher Pedagogical Schools” (1996), “Azerbaijani School on the Threshold of the 21st Century: Problems and Perspectives” (1999), “Republican Conference of Young Researchers” (2010), “Scientific-Practical Conference Dedicated to the 50th Anniversary of the Faculty of Pedagogy” (2010), “Pedagogical-Psychological Problems of Improving the Educational Process” (2011), “Modern Turkology: Development Directions of Actual Problems” (2011), “Modern Problems of Applied Linguistics” (2012), “Higher Pedagogical Education in Azerbaijan in 1920-1991: Research and Teaching Problems” (2018), “Development Directions of Higher Pedagogical Education in Azerbaijan (1920-1991)” (2021), “The Initial Stage of National Scientific-Pedagogical Staff Training in Azerbaijan (1920s)” (2022), “Reasons for the Need to Diversify Higher Pedagogical Education in Azerbaijan in the 60s and 70s of the 20th Century” (2022), “Improvement of the Content of Higher Pedagogical Education in Azerbaijan in the 1940s-50s” (2023), and “Factors Necessitating the Diversification of Higher Pedagogical Education Institutions in Azerbaijan (1969-1980)” (2024). Theses were published at these conferences.

2) The results of the research have been lectured and seminar sessions have been conducted at the bachelor's and master's levels at ASPU.

3) Various parts of the research, the materials covered by the problem, and the overall results have been published and approved.

Regarding the dissertation, 1 monograph, 1 monograph recommended by the Higher Attestation Commission under the President of the Republic of Azerbaijan, 1 methodological guide, and 49 articles have been published. Among these articles, 8 were published in foreign countries, including 2 in "Thompson Reuters" journals.

Name of the organization where the dissertation was carried out.

The dissertation was completed at the Department of General Pedagogy of the Azerbaijan State Pedagogical University.

Structure of the dissertation: The dissertation consists of an introduction, 4 chapters, a conclusion, and a list of used literature. The introduction section of the dissertation is 8 pages (12,312 characters), Chapter I is 64 pages (131,224 characters), Chapter II is 63 pages (124,888 characters), Chapter III is 69 pages (138,529 characters), Chapter IV is 64 pages (95,938 characters), and the conclusion section is 5 pages (8,487 characters), with a total volume of 379,178 characters.

MAIN CONTENT OF RESEARCH

In the **“Introduction”** section of the dissertation, the relevance of the topic is substantiated, the scientific novelty of the research is explained, the goals and objectives of the study are defined, the propositions presented for defense are introduced, and the scientific and practical significance is justified.

In the first chapter of the dissertation, titled **“Formation and Development of Higher Pedagogical Education in Azerbaijan in the 1920s-1930s,”** the first paragraph examines *the main directions of the higher pedagogical education policy of the Union state in the 1920s-1930s*. The main directions of the policy in the field of pedagogical, including higher pedagogical education, of the former USSR are studied and presented against the backdrop of the socio-political events of the period. It is substantiated that the establishment and development of higher pedagogical schools were an integral part of the party and government's struggle to create a new socialist culture and prepare its own intelligentsia. Teachers constituted a significant portion of the intelligentsia. The cultural revolution in the country could not be realized without teachers. Russia needed educated, cultured teachers. To fulfill this task, it was necessary to rebuild the higher pedagogical schools, defining the content, goals, and objectives of education according to the spirit of the system. This occurred

under extremely complex and difficult conditions. The struggle for higher education became one of the crucial areas of the struggle to build a new society. The new authorities resorted to all kinds of radical measures to achieve their goals. This subsection analyzes the measures taken by the state in this field against the backdrop of historical facts and events, clarifying the essence of the program of measures implemented in the field of pedagogical education. It is determined that until 1930, pedagogical institutes operated based on the "Regulation on Higher Educational Institutions" signed by V.I. Lenin on September 2, 1922, and later, the "Regulation on Higher Educational Institutions" approved by the Council of People's Commissars of the RSFSR on July 3, 1922. The curricula reflecting the content of higher pedagogical education and the programs developed based on them reflected the revolutionary spirit of the time, which masked their shortcomings. These curricula were aimed at training broadly qualified specialists and preparing teachers for active socio-political activities (at that time, teachers were considered the only intellectual force in rural areas). The curricula were characterized by the connection with practical experience and extensive use of local studies materials. In 1930-1931, the pedagogical faculties of universities were transformed into pedagogical institutes. The State Scientific Council decided that each pedagogical institute should have its own production-training plan for the preparation of young specialists. The number of general education subjects in pedagogical institutes was reduced. In 1927, there were 22 subjects, and by 1931, this number was reduced to 9-10. One-third of the hours allocated for specialized subjects were dedicated to them according to the plan. The number of social science subjects increased (these were allocated 20% of the education period). The time for pedagogical practice constituted 38-40% of the education period. Production practice became the "main element" of the training process. Continuous production practice began to be conducted in kolkhozes, enterprises, and cultural-educational organizations, lasting one month for lower courses and up to one semester for upper courses. Continuous education, the educational week, twice-yearly admissions, and twice-yearly graduations were legislated. In this subsection, the network of pedagogical education institutions and the development dynamics of the student contingent and scientific cadre preparation across the USSR are presented

and analyzed in a comparative manner¹. It has been substantiated that during the 1920s-1930s, numerous theoretical and practical propositions and approaches were tested in the process of experiments conducted in all areas of socio-economic and cultural life, including the field of education, and a stable education system was formed.

In the second paragraph, titled ***“Diversification and Merging Processes in the Formation Stage of Higher Pedagogical Education Institutions in Azerbaijan,”*** the formation stage of higher pedagogical education institutions in Azerbaijan is investigated, and the objective and subjective reasons for diversification and merging processes are uncovered. Initially, the socio-political situation in Azerbaijan in the 1920s is examined, providing an objective view of the events of that period and clarifying the essence of the new government's education policy. The measures taken by the new authorities to supply Azerbaijani schools with teaching staff (organization of short-term courses, seminars, and one-year higher pedagogical courses) are analyzed. Special attention is given to the organization of the Higher Pedagogical Institute.

In connection with the organization of the Higher Pedagogical Institute, an organizational commission was established at the end of 1920. The commission began its work on June 9, 1921. The collegium of the People's Commissariat for Education of the Azerbaijan SSR approved the first charter of the Higher Pedagogical Male Institute on July 13, 1921.² The charter defined the structure, duties, and rights of the institute. According to the curriculum, the institute prepared teacher cadres in three specialties: history-literature, natural sciences-geography, and physics-mathematics. From mid-November 1921 to January 1922, the number of students at the institute increased from 15 to 40, and in the 1922/23 academic year, it reached 70. In the 1923/24 academic year, 100 students were studying in six specialty groups and a preparatory department.³ By the end of the 1925-1926 academic year, the number of students at the institute had reached 170. According to 1925-1926 data, 132 of the total

¹ Panatsin F.G. "Pedagogical Education in the USSR." Moscow: Pedagogika, 1975, 81 pages.

² Rzayev A. "From the History of Higher Pedagogical Education in Azerbaijan." Baku: Azerneshr, 1957, 102 pages.

³ "Azerbaijan State Pedagogical University (1921-2006)." Baku: Nurlan, 2006, 311 pages.

students were from Azerbaijan, and the rest were from other republics.¹ On March 1, 1921, the First Azerbaijani Preschool Education Institute was opened in Baku.² It had three preparatory groups and two specialty departments: literature-social sciences and natural sciences. However, the activities of the Preschool Female Education Institute did not last long. In November 1922, the Council of People's Commissars of the Azerbaijan SSR decided to transform this institute into the Azerbaijani Women's Pedagogical Institute.³ The first graduation of the Azerbaijani Women's Higher Pedagogical Institute, consisting of 17 people, was an extraordinary event in the history of Azerbaijani education. By the decision of the Collegium of the Council of People's Commissars of the Azerbaijan SSR on April 3, 1923, the Higher Pedagogical Male Institute and the Higher Pedagogical Female Institute were merged into the Azerbaijan Pedagogical Institute.⁴

From the 1923-1924 to the 1926-1927 academic years, 199 teachers were trained at the Higher Pedagogical Institute, of which 173 were men and 26 were women.⁵ Alongside the Higher Pedagogical Institute, the Azerbaijan State University played a special role in the training of pedagogical cadres in Azerbaijan.

On July 16, 1926, the Central Committee of the Azerbaijan Communist Party (Bolsheviks) and the Council of People's Commissars adopted a decision "On the Reorganization of Pedagogical Institutes." From the 1926-1927 academic year onwards, the Higher Pedagogical Male Institute, the Azerbaijani Women's Higher Pedagogical Institute, and the Pedagogical Faculty of the University were merged into a single institution, namely, the Pedagogical Faculty of Azerbaijan State University. This marked a shift from diversification to monopolism. Under the conditions of cultural backwardness at that time, merging three professional higher

¹ "Azerbaijan State Pedagogical University (1921-2006)." Baku: Nurlan, 2006, 311 pages.

² Rzayev A.K. "Essays on the History of Higher Pedagogical Education in Azerbaijan." Baku: Maarif, 1966, 200 pages.

³ Ibid, p. 52.

⁴ Ibid, p. 54.

⁵ "Azerbaijan State Pedagogical University (1921-2006)." Baku: Nurlan, 2006, 311 pages.

pedagogical schools into a non-pedagogical higher education institution created significant obstacles to the process of cadre training.

In 1929, the Institute for Advanced Training of Public Education Workers and the Two-Year Teachers' Institute were established in Baku. Therefore, it was deemed appropriate to reorganize the Higher Pedagogical Institute. In the autumn of 1929, the People's Commissariat for Education applied to the Azerbaijan Council of People's Commissars for the re-establishment of the Pedagogical Institute. The republican government decided to create an independent Azerbaijan State Pedagogical Institute based on the pedagogical faculty of Baku State University. On June 19, 1930, a decision was made "On the Reorganization and Regionalization of Higher Educational Institutions and Technical Schools of the Azerbaijan SSR, and their transfer to the relevant economic organs and the People's Commissariats of Education."¹ The university was closed, and each of its faculties became an independent institute. The university lost its status and was abolished.

By order No. 5 of the Azerbaijan People's Commissariat for Education dated January 18, 1930, alongside the faculty of the Higher Pedagogical Institute that had been integrated into Baku University, a significant portion of the scientific-pedagogical staff working in the university's pedagogical faculty were also recruited to teach at the Azerbaijan State Pedagogical Institute (ASPI).² Starting from 1930, the Azerbaijan State Pedagogical Institute (ASPI) entered its second phase of development, becoming the main center of scientific-pedagogical thought in the republic and the primary educational institution for training teaching staff.³

In 1930, by the decision of the government of the Transcaucasian Soviet Federative Socialist Republic (ZSFSR), the Transcaucasian Institute of Physical Education was established in Baku. In 1936, due to the dissolution of the Transcaucasian federation, the institute's name was

¹ Mehdizade M.M., et al. "Rapid Development of Public Education in Azerbaijan." Baku: Maarif, 1980, 273 pages..

² Amrahov M.I., et al. "Essays on the History of the Establishment and Development of Higher Education Institutions and Pedagogical Education in Azerbaijan (1917-1941)." Baku: Mutarjim, 2007, 142 pages.

³ Sadigov Sh.A., et al. "Azerbaijan State Pedagogical Institute in 50 Years." Baku: API, 1972, 130 pages.

changed to the Azerbaijan State Institute of Physical Education (Az.DBTI). By 1932, the number of higher education institutions in the republic had reached 19, with 10.6 thousand students enrolled. More than 50 percent of these students were Azerbaijanis.¹

When Baku State University was divided into independent specialized institutes in 1930, the evening pedagogical faculty was transformed into the independent Azerbaijan State Evening Pedagogical Institute. During its independent operation, in addition to four specialties, a chemistry-biology department was also established. In the 1931-1932 academic year, three new specialty departments were created, and the number of students exceeded 3,000. In 1932, the Evening Pedagogical Institute was incorporated into the Institute for Advanced Training of Public Education Personnel. Both institutes were then merged into the Azerbaijan State Pedagogical Institute (ASPI) at the beginning of 1933. The restoration of the University in 1934 was a significant cultural event. An independent institute, named after M.F. Akhundov, was established in Baku to train Russian language teachers.²

In the early 1930s, based on the evening faculties of the Azerbaijan State Pedagogical Institute (ASPI), an independent Evening Pedagogical Institute was established in 1936. During the 1936-37 academic year, the number of students enrolled in evening education was close to 4,000. Considering the objective situation, the Azerbaijan Council of People's Commissars made a special decision in 1937 to transform the evening department into an independent Evening Pedagogical Institute. Consequently, two higher education institutions began operating within the ASPI.³

To train highly qualified teachers for foreign language subjects in secondary schools, a foreign languages faculty and department were established at the V.I. Lenin Azerbaijan State Pedagogical Institute and the Two-Year Teachers' Institute by the order of the Azerbaijan Council of People's Commissars on March 5, 1937, starting from September 1 of that

¹ Aliyev K.G. et al. "Development of Higher Education in Soviet Azerbaijan." (K.G.Aliyev, A.M.Atakishiyev, T.Sh.Bakhshaliyev, et al.) Under the general editorship of K.G. Aliyev. Baku: Maarif, 1984, 229 pages.

² Azerbaijani Pedagogical Institute of Russian Language and Literature named after M.F. Akhundov (1946-1996). Baku: Mutarjim, 1996, p.8

³ Azerbaijan State Pedagogical University (1921-2006). Baku: Nurlan, 2006, p.47

year.¹ By the order of the Azerbaijan Council of People's Commissars on November 2, 1938, the Two-Year Teachers' Institute under the Azerbaijan State Pedagogical Institute (ASPI) was separated and transformed into an independent institute.

Despite the fact that the processes of diversification and merging had almost become chronic, the relatively independent operation of higher pedagogical schools finally began in the early 1930s. However, this stability was disrupted by the war.

In the third paragraph, titled *“The First Steps in Creating National Scientific-Pedagogical Cadre Potential in Azerbaijan,”* the initial initiatives in creating national scientific-pedagogical cadre potential in Azerbaijan during the 1920s-1930s are analyzed, and the reasons for the difficulties in this field are investigated. It is substantiated that at that time, the People's Commissariat for Education was directly responsible for the complex staffing of the faculty at pedagogical education institutions. Research shows that they approached this task very seriously.

As a result of the initiative by the People's Commissariat for Education to attract talented national scientific-pedagogical personnel to higher education institutions, the composition of the teaching staff at the Higher Pedagogical Institute was further strengthened by young Azerbaijani teachers.

On May 18, 1929, the State Scientific Council under the Republic People's Commissariat for Education approved the “Regulations on the Preparation of Scientific Workers” at Azerbaijan State University. According to these regulations, a person who graduated from the university could become a scientific worker – an aspirant. Since the duration of study in the aspirantura was three years, the aspirant had to prepare their scientific work during this period and defend it at an open scientific meeting of the faculty. In addition to their scientific work, the aspirant was required to learn the Russian language, and if they were not Azerbaijani, they had to learn the Azerbaijani language, as well as one foreign language regardless of their nationality. To prepare Azerbaijani students for

¹ Mehdizade M.M., et al. "Rapid Development of Public Education in Azerbaijan." Baku: Maarif, 1980, p.230

admission to the aspirantura, the “Institute of Advanced Students” was established at the university in 1929.¹

The most important directives on the preparation of scientific-pedagogical cadres, including through the aspirantura, were given in the decisions of the Central Committee of the All-Union Communist Party (Bolsheviks) titled “On Scientific Cadres” dated July 26, 1929, and the USSR Council of People's Commissars titled “On Academic Degrees and Titles” dated March 20, 1937, as well as other documents. In accordance with these decisions, the preparation of scientific-pedagogical cadres through the aspirantura in the republic was increasingly expanded and improved.²

In the second half of the 1930s, the number of individuals successfully defending their dissertations to earn the candidate of sciences degree increased significantly. For example, while 19 people defended their candidate dissertations at the V.I. Lenin Azerbaijan State Pedagogical Institute (ASPI) over five years (1934-1935 – 1940-1941 academic years), the number rose to 23 in the 1934-1935 – 1940-1941 academic years. The total number of scientific-pedagogical staff in Azerbaijani higher education institutions reached 1,933 (including 9 women) in the 1939-1940 academic year, which was 3.4 times more than in the 1927/28 academic year.³ At the beginning of the 1940s, the situation at the Azerbaijan State Pedagogical Institute (ASPI) was as follows: there were 8 professors, 57 associate professors, and 175 senior lecturers, lecturers, and assistants.⁴ Undoubtedly, these figures were still low. Out of the 240 professors and teaching staff working at the institute during this academic year, only 109 were Azerbaijani. Non-Azerbaijanis headed 14 out of the 31 departments at the institute.⁵

In this subsection, the scientific-pedagogical activities of Prof. Ə. Seyidov, Academician M. Mehdizade, Prof. M. Muradxanov, and Prof. B.

¹ Mehdizade M.M., Allahverdiyev T.A., Aliyev Q.H. "Rapid Development of Public Education in Azerbaijan." Baku: Maarif, 1980, p.232

² Ibid., p.233

³ Mehdizade M.M., Allahverdiyev T.A., Aliyev Q.H. "Rapid Development of Public Education in Azerbaijan." Baku: Maarif, 1980, p.234

⁴ Sadiqov Sh.A., et al. "Azerbaijan State Pedagogical Institute in 50 Years." Baku: API, 1972, p.48

⁵ Ibid., p.49

B. Komarovskiy, who had exceptional contributions to the preparation of scientific-pedagogical cadres in pedagogy in Azerbaijan, are comprehensively researched and analyzed.

The second chapter of the dissertation is titled **“Development of Higher Pedagogical Education in the 1940s-1950s.”** In the first paragraph, *“The State of Higher Pedagogical Education in the USSR in the 1940s-1950s,”* the main directions of the development of higher pedagogical education in the former USSR during the 1940s-1950s are examined. It is substantiated that by the late 1950s and early 1960s, a legal basis was prepared for the implementation of organizational-pedagogical measures for the restructuring of the education system, including pedagogical education, in the USSR. This had positive effects in the following decades.

In the second paragraph, titled *“Development of Higher Pedagogical Education in Azerbaijan in the 1940s-1950s,”* it is substantiated that during the war years, higher pedagogical education in Azerbaijan developed in accordance with the laws of the wartime conditions.

In 1941, the Azerbaijan State Evening Pedagogical Institute was transformed into the evening department of the Azerbaijan State Pedagogical Institute (ASPI). The Institute of Foreign Languages, established in 1936 based on the foreign languages faculty of ASPI, was temporarily reverted to the foreign languages faculty of ASPI. As the war operations expanded and became more severe, the independent operation of many higher education institutions in the republic, including ASPI, was deemed impossible. Therefore, ASPI was merged with Baku State University (BSU). This was a repetition of the harmful practice of splitting and merging from the 1930s in new circumstances. With a significant turn in the war's progress by the end of 1942 and the beginning of 1943, the issue of separating and re-establishing temporarily merged specialized institutes as independent educational institutions arose. Starting from October 1, 1943, the Azerbaijan State Pedagogical Institute (ASPI) was separated from BSU and continued to function as an independent higher education institution with five faculties: 1) Physics-Mathematics; 2) Natural Sciences; 3) History; 4) Language and Literature; and 5) Foreign Languages.

The Azerbaijan State Pedagogical Institute can be categorized among higher education institutions with frequently changing rectors. Between 1930 and 1950, the rector of the institute changed 12 times, which naturally had a negative impact on the organization of teaching.

In 1943, a Higher Pedagogical Institute was established based on the Kirovabad Two-Year Teachers' Institute. During the 1943-1944 academic year, teachers' institutes were opened in Quba, Agdam, and Gazakh. At that time, 197 students were enrolled at the Nuxa Teachers' Institute, 175 at the Quba Teachers' Institute, 226 at the Gazakh Teachers' Institute, 150 at the Nakhchivan Teachers' Institute, 345 at the Shusha Teachers' Institute, and 97 at the Agdam Teachers' Institute. In total, 1,091 students were studying at these six teachers' institutes.¹

During the war years, there was a problem with completing the student contingent of higher pedagogical schools. According to the decision adopted by the Central Committee of the Communist Party of the Soviet Union (CPSU) and the Council of People's Commissars of the USSR (May 1942), those who graduated from secondary school with excellent and good grades were admitted to higher education institutions without examinations. Commissions were established to support higher pedagogical schools, and the teaching profession was widely promoted in the press. As a result of these measures, admissions to higher pedagogical schools increased somewhat.² The war also negatively impacted evening pedagogical education. In December 1943, the USSR Council of People's Commissars adopted a decision "On Measures to Strengthen the System of Evening Pedagogical Education." According to this decision, individuals without the appropriate pedagogical training were required to complete their studies at evening and distance pedagogical educational institutions within a specified period.³ Distance education was a means to improve the general educational level of teachers who were already working in schools. The decision approved a new network of evening departments and increased the number of students in these programs. The Evening Pedagogical Institute was restored, and by 1944, the Evening Pedagogical Institute had 1,981 students.⁴

¹ Amrakhov M.I. "Public Education in Azerbaijan During the War Years (1941-1945)." Baku: AGPU, 2004, 115 pages.

² "Essays on the History of Schools and Pedagogical Thought of the Peoples of the USSR 1941-1961," edited by F.G. Panachin, M.N. Kolmokova, Z.I. Ravkin. Moscow: Pedagogy, 1988, 272 pages.

³ *Ibid.*, p.51

⁴ Sadykov Sh.A., et al. "Azerbaijan State Pedagogical Institute in 50 Years." Baku: API, 1972, p.95

After the war, there was a significant need for teachers in our schools, particularly for physics, mathematics, Russian language, and foreign language teachers. The tasks in the field of public education were clearly outlined in the law adopted by the Supreme Soviet of the Azerbaijan SSR on the "Five-Year Plan for the Restoration and Development of the National Economy of the Azerbaijan SSR for 1946-1950." This law envisaged the development of higher pedagogical schools alongside secondary schools over the five-year period. It stipulated that during these five years, 12,100 students would be admitted to higher pedagogical schools, and 6,300 teachers would be trained.

In 1946, the Azerbaijan State Two-Year Teachers' Institute was established in Baku. The institute was organized based on the decree of the USSR Council of People's Commissars dated February 2, 1946, and the decision of the Azerbaijan SSR Council of People's Commissars dated May 15, 1946.¹ The institute trained Russian language and literature teachers for national schools. In the 1946-1947 academic year, 108 students were admitted to the institute.

With the end of the war, the number of students in higher education institutions began to increase rapidly due to the return of individuals from the military. In the 1946-1947 academic year alone, the number of students at the V.I. Lenin Azerbaijan State Pedagogical Institute reached 1,400. The total number of students in the republic's higher pedagogical schools exceeded 3,500.

Thanks to the expansion of the higher pedagogical education network, the composition of teachers working in our republic's secondary schools changed significantly. In 1946, out of the 21,873 teachers working in all secondary schools of our republic, 2,288 had higher education. By 1950, the total number of teachers had reached 25,377, with 3,976 of them having higher education. In the 1955-1956 academic year, the number of teachers with higher education working in secondary schools increased to 9,455.

The process of granting independence to institutes that had previously been merged with other higher education institutions continued. Starting from the 1948/49 academic year, the foreign languages faculty of the Azerbaijan State Pedagogical Institute (ASPI) was transformed into an

¹ "Azerbaijan Pedagogical Institute of Russian Language and Literature named after M.F. Akhundov (1946-1996)." Baku: Mutardzhim, 1996, 160 pages.

independent Pedagogical Institute of Foreign Languages.¹ Starting from September 1, 1952, the M.F. Akhundov Teachers' Institute was transformed into the M.F. Akhundov Pedagogical Institute of Russian Language and Literature.

In 1953, the institute had 445 students, of whom 221 were Azerbaijani, and 224 were representatives of other nationalities.² The number of admissions to the institute increased year by year. In 1955, there were 1,063 students, and in 1956, there were 1,175 students.

Starting from the mid-1950s, structural changes were made in all higher education institutions in the republic. In October 1954, a new faculty of physical education was established at the Azerbaijan State Pedagogical Institute (ASPI). From the 1956-1957 academic year, pedagogical institutes transitioned to a five-year education period, and the specialization trends of the faculties were expanded. The institute reorganized its faculties into History and Philology, Physics and Mathematics, Literature and Geography, and Physical Education (the latter with a four-year education period). Graduates had the opportunity to obtain two specialties during their education period.

To improve the training of teachers for primary schools, a faculty of Pedagogy and Methodology of Primary Education was opened in the 1958-1959 academic year. In the 1960-1961 academic year, an evening department was established within the institute, and in 1962, a new faculty was created based on the Preschool education department within the faculty of Pedagogy and Methodology of Primary Education.

In March 14, 1959, the Soviet government adopted a decision titled "On Streamlining the Network of Higher Education Institutions in the Azerbaijan SSR".³ As a result of this "streamlining," the process of merging higher education institutions, transferring faculties to other institutes, and consequently, transferring students to other educational institutions began. Seven months after this infamous decision, in October

¹ Aliyev A. "The History of Azerbaijan University of Languages." Baku: Azerneshr, 2005, page 11.

² "Azerbaijan Pedagogical Institute of Russian Language and Literature named after M.F. Akhundov (1946-1996)." Baku: Mutardzhim, 1996, page 12.

³ Aliyev K.G., et al. "Development of Higher Education in Soviet Azerbaijan." K.G. Aliyev, A.M. Atakishiyev, T.Sh. Bakhsaliev, et al. Edited by K.G. Aliyev. Baku: Maarif, 1984, 414 pages.

1959, the Central Committee of the Communist Party of Azerbaijan and the Council of Ministers of the Republic adopted a decision titled “On the State of Higher Education and Measures for Its Improvement”.¹ This decision addressed the motives behind the Soviet government's earlier decision, highlighting serious shortcomings in the operation and organization of higher education institutions and outlining concrete ways to eliminate them. The policy of closing and merging some higher education institutions on the pretext that they were “small” or “insignificant” cannot be justified during a period when the implementation of universal compulsory eight-year education was underway. What was the outcome? A shortage of teachers emerged, and those higher education institutions were eventually restored as independent institutions. The lack of a farsighted policy in cadre training led to the emergence of a harmful tradition in Azerbaijan of merging and separating higher education institutions, including pedagogical schools.

In the third paragraph, titled “*Strengthening the National Trend in the Preparation of Scientific-Pedagogical Cadres in the Republic,*” it is substantiated that the development of aspirantura and the improvement of future teachers' training in Azerbaijan were greatly influenced by the decision of the USSR Council of Ministers on May 22, 1948, “On the Preparation of Scientific-Pedagogical and Scientific Cadres through Aspirantura.” The government demanded that ministries pay close attention to the selection of candidates for aspirantura, increase attention to the selection of dissertation topics, conduct annual assessments of aspirants, include pedagogical practice in the individual work plans of aspirants, strengthen guidance for aspirants, and increase the responsibility of scientific supervisors and the departments of institutes in the preparation of scientific-pedagogical workers. It allowed university teachers who were not yet scientific degree holders but were working on dissertations to be released for one year with salary and position retained, to complete their dissertations at higher education institutions and research institutes in the country. This decision significantly expanded the preparation of scientific-pedagogical cadres and allowed sending a considerable number of aspirants and teachers annually to complete their dissertations.

¹ Aliyev K.G., et al. "Development of Higher Education in Soviet Azerbaijan." K.G. Aliyev, A.M. Atakishiyev, T.Sh. Bakhsaliev, et al. Edited by K.G. Aliyev. Baku: Maarif, 1984, p. 36.

The establishment of the Azerbaijan SSR Academy of Sciences in 1945 was a significant event for the development of science in the republic. The Academy became one of the most important centers for the preparation of scientific-pedagogical cadres. Prominent scientists from the Academy of Sciences and other scientific institutions actively participated in pedagogical work at higher education institutions. The preparation of scientific-pedagogical cadres in the republic expanded and reached a higher qualitative level.

The number of aspirants in the republic's higher education institutions increased year by year. In 1950, there were 191 aspirants, 215 in 1955, and by 1960, the number had reached 471. This not only contributed to the increase in the number of professor-teacher cadres but also helped to raise their scientific levels. For example, from 1946 to 1950, 29 employees of the Azerbaijan State Pedagogical Institute defended their candidate dissertations.¹ By October 1, 1960, the number of scientific-pedagogical workers in higher education institutions had reached 2,470, which was 23 percent more than in 1950. During these years, the first national doctors of sciences in pedagogy and psychology emerged. Ahmed Seyidov and Mehdi Mehdizade defended their doctoral dissertations in pedagogy. Subsequently, under their scientific guidance, many young Azerbaijani researchers successfully defended their dissertations, a matter to which special attention is given in the dissertation.

The third chapter of the dissertation is titled **“New Development Stage of Higher Pedagogical Education in the 1960s-1980s.”** The first paragraph, *“Intensification of Higher Pedagogical Cadre Preparation in the USSR,”* examines the theoretical and practical issues of preparing higher pedagogical education teachers in the former Soviet Union during the 1960s-1980s. It discusses the organization of advanced training courses for pedagogical higher education institutions and school teachers based on universities and institutes, the increase in the number of scientific cadres, the establishment of laboratories in several research institutions, the expansion of scientific research work, the holding of inter-university, institutional, regional, and republican scientific-methodical conferences, the transformation of the RSFSR Academy of Pedagogical Sciences into the USSR Academy of Pedagogical Sciences, and the organization of regular

¹ Sadykhov, Sh.A., et al. "Kuznitsa Pedagogicheskikh Kadrov" (The Forge of Pedagogical Staff). Baku: Azerneshr, 1975, p.105.

four-month higher pedagogical courses with a capacity of 200 people under the USSR Academy of Pedagogical Sciences to improve the qualifications of teachers of pedagogical departments. These measures are analyzed as important conditions for improving the preparation of pedagogical cadres.

In the second paragraph, titled *“Diversification of Higher Pedagogical Education Institutions in Azerbaijan”*, the problem of diversification of higher pedagogical education institutions in Azerbaijan during the 1960s-1980s is examined. The successes in this area are appreciated, and the characteristic shortcomings are investigated. It is substantiated that the opening of new specialties in many pedagogical institutes was of particular importance because the public education system of the republic had long felt a sharp need for specialties such as music and singing, visual arts, physical education, drawing and labor training, and primary school teachers.

In 1972, the technical faculty established at the Azerbaijan State Pedagogical Institute (ASPI) played an important role in training labor education teachers for the republic's general education and vocational schools. In subsequent years, this faculty was established at the H.Zardabi Ganja State Pedagogical Institute (GSPI) and the Y.Mammadaliyev Nakhchivan State Pedagogical Institute (NSPI). For the first time in the republic, teacher training in the specialty of “music and singing” began in the 1980-1981 academic year at ASPI, and ten laboratories equipped with modern facilities were established to provide good training in this profession. Since 1971, for the first time, higher education in drawing was offered at this educational institution. The “Drawing, Drafting, and Labor” department operated under the general technical sciences faculty from 1971 to 1981. In 1981, an independent faculty of fine arts graphics was established. Highly qualified drawing and drafting teachers began working successfully in the republic's general education schools. The expansion of these faculties was necessary because 66.9% of music, singing, drawing, drafting, physical education, and labor teachers still did not have higher education. By 1980, the Institute of Physical Education had trained 6,387 specialists, fully meeting the needs of the republic's schools.

One of the important conditions for improving the quality of teacher training was the improvement of the selection and admission of young people to higher pedagogical schools. Documents on the development problems of higher pedagogical education in our country show that the selection of young people for higher pedagogical schools was of special importance in the 1970s. This was related to several reasons: 1) difficulties

in teacher training, and the decline in the prestige of the teaching profession; 2) some young people entering higher pedagogical schools without the necessary abilities and later losing interest in working in schools; 3) the acute problem of forming qualified personnel for rural schools during the organization of student admissions to higher pedagogical schools; 4) increasing the proportion of male students in pedagogical schools in connection with the feminization of teaching staff.

In the third paragraph titled *“Development of Scientific-Pedagogical Cadre Potential in Higher Pedagogical Education Institutions in Azerbaijan in the 1960s-1980s”*, factors that contributed to the quantitative and qualitative improvement of scientific-pedagogical cadre training in Azerbaijan's higher pedagogical education institutions during the 1960s-1980s are examined. It is substantiated that the implementation of several important decisions adopted by the Central Committee of the Communist Party of the Soviet Union (CPSU) and the Council of Ministers of the USSR in the 1960s-1970s, such as the decision “On Measures to Improve the Preparation of Scientific and Scientific-Pedagogical Cadres” dated June 13, 1961, the decision “On Improving the Preparation of Scientific and Scientific-Pedagogical Cadres” dated November 16, 1967, and the decision “On Measures to Further Improve the Attestation of Scientific and Scientific-Pedagogical Cadres” dated October 18, 1974, led to a new qualitative and quantitative level in the preparation of scientific-pedagogical cadres for the republic's higher education institutions.

At the August (1969) plenum, Heydar Aliyev, the First Secretary of the Central Committee of the Communist Party of Azerbaijan, stated: “We must radically change our attitude towards aspirantura, eliminating admissions based on considerations that have no connection with the demands of science and the tasks of cadre preparation. The demands on dissertation work must be significantly increased to ensure that only those truly capable of enriching and advancing science enter the field”.¹

Starting from the early 1960s, the number of admissions to aspirantura at higher education institutions significantly increased.

The completion of higher pedagogical schools with highly qualified specialists was a focus of both state and government attention, both previously and during the 1960s-1970s. Improving the selection,

¹ Aliyev K.G. et al. "Development of Higher Education in Soviet Azerbaijan." Edited by Aliyev K.G. Baku: Maarif, 1984, p.414

placement, and preparation of pedagogical cadres was one of the highest demands placed on pedagogical institutes.

During the 1960s-1970s, the number of teaching staff in Azerbaijan's higher pedagogical schools increased markedly, evidencing the rapid development of higher pedagogical education. For instance, if in 1961, 300 teachers were working at the Azerbaijan State Pedagogical Institute (ASPI), by 1971, their number had risen to 704, more than doubling.¹ At the H.Zardabi Ganja State Pedagogical Institute (GSPI), the number of teachers increased from 177 in the 1966-1967 academic year to 302 in the 1974-1975 academic year. At the M.F.Akhundov Pedagogical Institute of Russian Language and Literature, the number of teachers increased from 297 in the 1964-1965 academic year to 534 in the 1969-1970 academic year.² Despite the quantitative growth of scientific-pedagogical collectives in these higher education institutions, several shortcomings in ensuring quality became apparent.

In the 1960s, the significant lag in preparing highly qualified cadres – doctors of sciences – was particularly noticeable in the departments of pedagogical institutes. According to data from the 1966-1967 academic year, only two of the heads of the 16 departments at the H.Zardabi Ganja State Pedagogical Institute were professors. This situation relatively complicated the task of improving the quality of future teachers' preparation.

By the mid-1970s, Azerbaijan was behind Georgia but ahead of Armenia in terms of the number of qualified staff working in higher pedagogical schools. According to data from January 1, 1973, there were 60 doctors of sciences and 533 candidates of sciences working in Georgian pedagogical institutes, making up 41% of the staff. In Azerbaijan, there were 46 doctors of sciences and 613 candidates of sciences, constituting 38.4% of the staff. In Armenia, the corresponding figures were 37 doctors of sciences and 290 candidates of sciences, making up 29.6% of the staff.³

Between 1971 and 1981, 167 candidate dissertations were defended in five specialized councils at the Azerbaijan State Pedagogical Institute

¹ Sadykhov S.A., et al. "Azerbaijan State Pedagogical Institute in 50 Years." Baku: API, 1972, p. 99

² Maharramov A. "From the History of the Development of Higher Pedagogical Education in Azerbaijan (1961-1981)." Baku: ADPU, 1998, p. 44

³ Parachin F.G. "Pedagogical Education in the USSR." Moscow: Pedagogika, 1975, p. 223

(ASPI). During those years, staff from the pedagogical institutes defended 24 doctoral and 47 candidate dissertations outside the institute. The institute not only trained specialists for itself but also for Kirovabad, Nakhchivan, Stepanakert, the Central Asian republics, and the North Caucasus.

The faculty of higher pedagogical schools underwent advanced training at the research institutes of the USSR Academy of Sciences, the advanced training institute under the USSR Academy of Pedagogical Sciences, and other higher pedagogical schools.

The Azerbaijan Academy of Sciences, Azerbaijan State University (ADU), Azerbaijan Scientific-Research Institute of Pedagogical Sciences, and the republic's pedagogical institutes played significant roles in increasing the qualifications of Azerbaijani higher pedagogical school teachers.

A specific aspect of the personnel problem in higher pedagogical schools was the formation of the scientific-pedagogical collective in the departments of psychological-pedagogical sciences. An analysis of documents characterizing the quality composition of the faculty in the pedagogy-psychology departments of Azerbaijani higher education institutions shows that the provision of highly qualified specialists was at a minimum level. Such a situation, which persisted until the 1970s, severely lowered the quality of graduate preparation. The difficulties primarily stemmed from the fact that the intensity of defending candidate and doctoral dissertations across the USSR decreased from the second half of the 1950s.

At the two major pedagogical institutes in the country—the V.I. Lenin Moscow Pedagogical Institute and the A.I. Herzen Leningrad Pedagogical Institute—special faculties for training pedagogy and psychology teachers for higher pedagogical schools were opened. These measures significantly contributed to solving the problem of forming scientific-pedagogical collectives in the departments of pedagogy and psychology. Consequently, there were certain positive changes in Azerbaijani higher pedagogical schools in this direction. The republic's higher pedagogical schools began establishing closer scientific ties with central higher pedagogical schools and actively sent young teachers to targeted aspirantura programs. As a result, by the early 1980s, the number of scientific degree-holding specialists in the departments of psychological-pedagogical sciences at our pedagogical institutes increased and improved in quality.

In 1980, doctors of sciences and professors constituted 3.8%, and candidates of sciences and associate professors constituted 35% of the staff in the republic's pedagogical institutes. By the end of the 1970s, the percentage of scientific degree-holding specialists (professors, doctors of sciences) in the republic's higher pedagogical schools was as follows: 5.8% at ASPI, 3.2% at the M.F. Akhundov Pedagogical Institute of Russian Language and Literature, 3.4% at the H.Zardabi Ganja State Pedagogical Institute, 2.4% at the Y.Mammadaliyev Nakhchivan State Pedagogical Institute, and 2.5% at the Stepanakert Pedagogical Institute. Overall, highly qualified specialists constituted 57.8%.

From 1970 to 1980, ASPI had 153 aspirants, of whom only 26 (17%) defended their candidate dissertations, while 45% presented their works to the department for discussion. The organization of work with aspirants and dissertants in other higher pedagogical schools in the republic was not at the desired level.

The adoption of the “Constitutional Act on the State Independence of the Republic of Azerbaijan” on October 18, 1991, resulted in the strengthening of national independence awareness in Azerbaijan. On June 15, 1993, Heydar Aliyev came to power to address the tense situation in the republic. The leadership of the independent period passed into powerful hands, marking a turning point for Azerbaijan's socio-economic, political, and cultural development.

The fourth chapter of the dissertation is titled **“Improving the Content of Higher Pedagogical Education in Azerbaijan”**. In the first paragraph, *“The Initial Phase of Improving the Content of Higher Pedagogical Education in Azerbaijan”*, the determination and improvement of the content of higher pedagogical education in Azerbaijan in the 1920s-1930s are examined. It is substantiated that during those years, the curricula of pedagogical higher education institutions were changed several times. This was a period when the curricula of both general and higher education institutions were frequently modified. The dissertation characterizes this period as one of exploration regarding the content of higher pedagogical education, analyzing only those curricula that underwent significant changes and additions.

The first higher pedagogical education institution, the Higher Male Pedagogical Institute, had a three-year study period. The curriculum used at the Higher Male Pedagogical Institute was also applied to the newly established Higher Female Pedagogical Institute. On September 14, 1924, a new curriculum for the Higher Pedagogical Institute was approved, which

differed from previous ones. The curriculum for higher pedagogical education institutions was based on the experiences of higher pedagogical schools in the RSFSR and the evolving experiences in Azerbaijan, utilizing successes in national educational development. In the early 1920s, both general and higher education institutions in Azerbaijan had a strong democratic atmosphere with minimal politicization. European and Eastern scholars' scientific theories were presented as they were, and Marxism-Leninism had not yet become the main ideology and methodology.

During that period, both the Pedagogical faculty of the university and the Higher Pedagogical Institute were training teacher cadres. Interestingly, although both institutions fulfilled the same mission, their curricula differed. The analysis of the university's pedagogical faculty curriculum shows that it had several advantages compared to other curricula. The university's Pedagogical faculty curriculum was developed considering the economic and cultural needs of the republic. However, one significant drawback was the insufficient allocation of hours for the methodology of specialized subjects. The methodology course in the curriculum was included as various seminars on specific issues of the educational process. Similar to the Pedagogical Institute, the Pedagogical faculty at the university also taught pedagogy in seminar form. In the 1924-25 academic year, the curriculum structure and the curricula of both the university and the Pedagogical faculty underwent fundamental changes. Even after the Pedagogical Institute ceased operations and merged with Baku State University, the curriculum of the Pedagogical faculty was repeatedly modified.

With the division of Baku State University into independent higher education institutions and the establishment of the independent Azerbaijan Pedagogical Institute, fundamental changes were made to the curricula. The 1930-1931 academic year curriculum of the newly established Azerbaijan Pedagogical Institute differed significantly from previous curricula. A positive aspect of the higher pedagogical institute's curriculum was the close integration of theory with practice. Pedagogy was studied in conjunction with continuous pedagogical practice and the methodology of teaching the specialty in almost all faculties.

Curricula determine not only the volume and content of the subject but also its structure, implementation system, and ideological orientation. The dissertation provides an extensive analysis of pedagogy curricula. It should be noted that until 1933, there was no unified pedagogy curriculum across the Union. These curricula were developed by the pedagogy

departments of pedagogical institutes. From the second half of the 1930s, a system for teaching psychology, pedagogy, and methodology was gradually established.

In the 1920s, one of the most significant problems in the preparation of teacher cadres in Azerbaijan was the issue of textbooks. Since there was no prior experience, preparing textbooks that met the demands of the time was quite challenging. Initially, preference was given to using textbooks by Russian scholars. Most students at the Higher Pedagogical Institute did not know Russian. Preparing textbooks on pedagogy and psychology could play a crucial role in the professional and specialized training of future teachers. This task was primarily undertaken by professors invited from Turkey, such as X.Fikrət, and faculty members like B.B. Komarovski, A.O. Makovelski, A.Əfəndizadə (Azagbayli), and Muhiddin, who were associated with the Department of Pedagogy at Baku State University. They authored textbooks on pedagogy, psychology, and pedagogy. The paragraph provides extensive information on the textbooks authored by notable figures such as X. Fikrət's "History of Education and Teaching," B.B. Komarovski's "General Foundations of Pedagogy",¹ A.Əfəndizadə's "Subject-Based Education,"² Mühiddin's "Psychology," and S. Xəlilov's "History of Pedagogy".³

The second paragraph of the chapter is titled "*Improvement of the Content of Higher Pedagogical Education in Azerbaijan in the 1940s-1950s*". It substantiates that the process of improving the content of higher pedagogical education in Azerbaijan continued during these decades. The principles underlying the curricula of the 1936-37 academic year were maintained in subsequent years, and the teaching of pedagogical subjects in university curricula was expanded. This subsection provides a comparative analysis of the curricula of higher pedagogical education institutions responsible for preparing pedagogical cadres, identifying the main directions of improvement. It is argued that the reduction of hours allocated to pedagogical subjects in university curricula negatively impacted the pedagogical and methodological preparation of graduates. This incorrect reduction policy soon manifested itself in practical pedagogical work. Unlike the university curricula, the curricula of the republic's higher

¹ Fikrat Kh. "History of Education and Teaching." Baku: Azerneshr, 1926

² Efendizade A. "Scientific Education (Pedagogical)." Baku: Azerneshr, 1924

³ Khalilov S. "History of Pedagogy. Part I." Baku: Az.XMK Publishing, 1939

pedagogical education institutions were based on those of pedagogical higher education institutions in the RSFSR, where instruction was conducted in Russian.

Compared to the curricula of the RSFSR, the curricula of Azerbaijani higher pedagogical education institutions underwent significant changes. These changes were related to local conditions and the language of instruction.

The 1954 curricula of higher pedagogical education institutions differed from the 1951 curricula in several key aspects. While the number of subjects studied in some specialties (history, geography) was not reduced, the number of subjects in the Azerbaijani language and literature specialty decreased from 41 to 25, and in the natural sciences and chemistry faculty from 33 to 29. Consequently, the total number of subjects at the Pedagogical Institute was reduced by 28, representing 13% of the overall subjects.

Despite some shortcomings in the 1954-1955 curricula of higher pedagogical education institutions, these curricula had significant advantages over university curricula in meeting the requirements for the professional and pedagogical training of future teachers. The 1954-55 curricula of higher pedagogical education institutions allocated significantly more time to pedagogical subjects. This was not the case with the university curricula at that time. Additionally, the number of pedagogical subjects varied by faculty in university curricula. The hours allocated to pedagogical subjects in the curricula of higher pedagogical education institutions were 2-3 times more than those in university curricula. Considering that approximately 80% of university graduates worked as teachers in secondary schools, this situation was not ideal. In the 1957-58 academic year, significant changes were made to the curricula of higher pedagogical education institutions. Unlike the 1954 curricula, the 1957-58 curricula of higher pedagogical education institutions increased the hours allocated to school hygiene to 36 hours.

During these years, the curricula of higher pedagogical education institutions allocated significant time to pedagogical, field (outdoor), and production internships.

In the 1957-1958 academic year, significant changes were made to the university curricula. Recognizing the importance of pedagogical and methodological training for students, several pedagogical courses were included in the model curricula of Soviet universities. The curriculum of Azerbaijan State University incorporated a pedagogy course (including

historical elements), a psychology course for the history and philology faculties, and a six-week pedagogical internship separated from regular classes. Additionally, a 60-hour internship without interruption from education was established for all humanities faculties, and plans were made to send students to pioneer camps from several faculties.

Thus, the specified curricula allocated 12.7% of the total class time to pedagogical subjects, including pedagogical practice. Despite this, the university curricula covered fewer pedagogical subjects compared to the curricula of pedagogical higher education institutions. However, it is undeniable that the level of pedagogical subjects in the university curricula had never been as high as in the 1957 curricula. Especially in the post-war years, these programs underwent several changes that qualitatively improved and significantly aided the pedagogical preparation of future teachers.

In the paragraph, the textbooks and teaching aids intended for higher pedagogical schools, such as “History of Pedagogy” by Prof. Ə.Seyidov and “Pedagogy” by M. Mehdizadeh, M. Muradkhanov, T. Efendiyev, and I.Valikhanli are analyzed to determine their place and role in the preparation of pedagogical staff.

In the third paragraph, titled *“Improvement of the Content of Higher Pedagogical Education in Azerbaijan in the 1960s-1980s”*, it is substantiated that in the 1960s, significant and effective work was carried out in the preparation of highly qualified teacher personnel in pedagogical higher education institutions. There were substantial changes in curricula and programs. To strengthen the practical training of future teachers, the time allocated for pedagogical and industrial practice was significantly increased. While the 1957 curriculum allocated 18-19 weeks for pedagogical practice throughout the entire training period, the new curriculum allocated 27-30 weeks, which constituted approximately 20% of the total training time. It was considered appropriate to conduct pedagogical practice without interrupting education.

According to the new curricula, social and pedagogical-psychological subjects remained at their previous volume. The teaching of pedagogical subjects was improved, especially with the inclusion of developmental psychology in the psychology course. The study of teaching methodologies was completed before the start of pedagogical practice, which helped improve students' theoretical preparation before their practical training.

In the 1959 curriculum of Azerbaijan State University (ADU), significant changes were made. The new curriculum differed considerably from the previous ones, with a much stronger emphasis on integrating training with practical experience.

In 1964, the university's curricula were revised again. The new curriculum differed from the 1959 curriculum by reducing the number of pedagogical subjects in some faculties. Although the total hours allocated for pedagogical subjects at the university increased, they were still significantly fewer compared to pedagogical institutes. Considering that over 80% of the university's graduates were employed in the pedagogical field, the limited hours negatively impacted the quality of teacher training. During that period, changes were also made to the programs of pedagogical institutes, and new programs for locally significant subjects were created.

In the early 1970s, new curricula and programs were implemented in pedagogical institutes. In addition to the main subjects, special courses, seminars, and electives were planned. The subsection analyzes textbooks and teaching materials used in higher pedagogical schools during the 1960s-1980s, which played a significant role in the professional preparation of future teachers. These include M. Muradxanov's "Pedagogy", H. Əhmədov's three-part series "History of Azerbaijani Pedagogy", İ. Mollayev's "On the History of Pedagogical Thought in Azerbaijan", and B. Əhmədov and A. Rzayev's "Lecture Notes on Pedagogy".

Based on the research, the following **conclusions** were reached:

1. In the 1920s, the foundation for the development of national language, schools, and culture in Azerbaijan was established as part of the formation of a new type of state. During the Soviet era, a network of general education, vocational, and higher education institutions was created in Azerbaijan. Pedagogical technical schools became the main institutions for training qualified teaching staff for the public education system both before and after the war. The first higher pedagogical education institution was established, and various specialties began producing higher-educated pedagogical staff. Azerbaijani women gained the opportunity to receive higher education and work as teachers in higher and general education schools, engaging actively in public activities.

2. Despite frequent processes of merging and separating educational institutions during the formation of the new Soviet education system in Azerbaijan, the government took concrete steps to provide general education schools with teaching staff and implemented serious measures to increase the number of Turkish students in higher pedagogical schools. The

tasks were set to form a loyal teaching staff to the Soviet regime, attract old staff to their side, and utilize their services. The party and government, steadfastly carrying out the task of forming a loyal army of teachers while successfully implementing cultural construction, attached great importance to the emergence and gradual development of the new education system. This system was characterized by mutual connection, influence, and conditionality among all its elements. The formation of such a new education system in the USSR, including Azerbaijan, was one of socialism's greatest achievements. The initial achievements in public education, including higher pedagogical education, provided a solid foundation for the subsequent development of the education system.

3. The directions for the future development and improvement of higher pedagogical education in Azerbaijan were an integral part of the historical decisions made by the party and government on the restoration of the national economy. The expansion of the network of general education schools, the implementation of compulsory primary, seven-year, and eight-year education, and the corresponding intensification of quantitative and qualitative indicators in the training of higher pedagogical staff demonstrated that the education system was a constantly evolving and improving unified organism. The experience of the 1920s and 1930s showed that it would be more beneficial to remove higher and secondary specialized education from the control of the People's Commissariats of Education and place them under special economic bodies. However, the steps taken by the union government in this regard did not yield positive results, and higher and secondary specialized education institutions began to be managed from a single center.

4. The extensive diversification and merging processes in higher pedagogical education in Azerbaijan during the 1920s-1960s were due to both the socio-economic and cultural conditions of the country and the inexperience of the republic's authorities in higher education construction. After the 1960s, the diversification process took on a definitive, deliberate form, resulting in the commencement of training for various higher pedagogical specialties. This led to an increase in the number and geographic spread of pedagogical institutions, positively impacting the republic's overall cultural landscape.

5. The process of improving higher pedagogical schools continued. In 1930-1931, previously merged educational institutions were transformed into independent higher pedagogical institutes. Pedagogical education was enriched with new specialties, the training of higher-educated teachers

expanded systematically, and the provision of general education schools with such specialists improved. Despite the challenges of the wartime period, higher pedagogical schools continued their work in training staff.

6. Thousands of professors, teachers, postgraduates, and students participated in the defense of the homeland. The higher education institution emerged with honor from the wartime trials. The wartime conditions required significant changes in the nature of the institution's work, necessitating a review of curricula and programs, and the introduction of new subjects and specialties in staff training. The work of higher pedagogical institutions in the post-war years was characterized by the development and improvement of full-time, part-time, and evening education.

7. By overcoming difficulties and improving work methods, Azerbaijani general education schools and higher pedagogical education achieved significant successes. The goal of implementing universal secondary education was set. Higher pedagogical institutions played a crucial role in fulfilling this task. Alongside training new teachers, significant efforts were made to retrain existing teachers. There was a need to elevate the content of education and the teaching process to the current levels of scientific and technical advancement and cultural development. The introduction of new curricula and programs into the practice of higher pedagogical education helped educational institution teams to work more creatively. A high level of education and political awareness among the intellectuals was one of the main requirements set before educational institutions. The improvement of higher pedagogical education was aimed at making it correspond to the new type of general education schools, raising the socio-political and professional preparation of teachers, and eliminating the discrepancies between the demand for pedagogical workers and the output of higher pedagogical institutions.

8. The development of general education schools and the implementation of universal secondary education further accelerated the development pace of higher pedagogical institutions. The transition of some pedagogical specialties to a five-year education period helped to improve the level of teacher preparation and broaden the professional profile. The two-year teacher institutes established in the 1930s for training personnel for grades V-VII were abolished, resulting in some cities in the republic being deprived of professional educational institutions.

9. The work of training teachers with higher education through part-time and evening forms of education expanded significantly. This major

and essential work resulted in an increase in indicators in the preparation of pedagogical personnel with higher education in the republic. Eventually, the diversification of higher pedagogical institutions occurred, leading to the establishment of pedagogical institutes with various profiles (foreign languages, physical education), creating new centers on the country's cultural map.

10. In the construction of the Soviet higher education system, the clear perspective for its further development and strengthening in training highly qualified personnel was established. According to the adopted plans, the goal of higher education institutions was to mobilize the production and social activity of the broad masses of people, and to provide the national economy and educational institutions with technical leaders, organizers, and teachers. During these years, practices and methods that actively influenced the learning activities of students were introduced in higher pedagogical schools, and the level of methodological guidance for their independent work was increased. Special attention was paid to improving the social composition of the student body in higher education institutions. The expansion of work in forming the student body and training qualified personnel required finding new, more effective forms of preparing the teaching staff of higher educational institutions. To this end, measures were taken to improve the work of the aspirantura (postgraduate research training) and to turn it into the main form of preparing scientific and pedagogical staff. Due to the expansion of the aspirantura, the number of aspirants in higher educational institutions and research institutes began to increase. Higher education contributed significantly to the formation and strengthening of socialism's economy, culture, and social relations, as well as the formation of a new intellectual class. The introduction of a doctorate and the practice of sending scientific workers to educational and scientific institutions to complete their dissertations played an important role in preparing highly qualified scientific and pedagogical personnel.

11. The changes in the content of higher pedagogical education helped to improve the ideological, scientific, and professional level of teacher training. The teaching process was intensified, and new methods and technical teaching aids became widely used. The profile of teacher training was also expanded, with new specialties such as "History and Social Studies", additional "Soviet State and Law Basics", and "General Technical Subjects and Labor" emerging, and the preparation of primary school teachers with higher education was significantly expanded.

12. The most important event in the activities of higher pedagogical schools was the decisions of the party and government to improve the teaching and education of general education school students. These decisions aimed to significantly increase the pedagogical skills of teachers, especially new pedagogical workers. School teachers were expected to exert a broad educational and educational influence on the younger generation and skillfully use the content of their subjects and teaching organization to instill high ideals in students. Therefore, the future development of higher pedagogical schools depended on improving the quality of the scientific and pedagogical training of teachers. It was even noted that it was necessary to raise the scientific training of teachers teaching upper grades to the university education level. The historical path of Azerbaijan's higher pedagogical schools is marked by memorable pedagogical and scientific achievements. Contributing to the formation of a new civil society in our country, higher pedagogical schools continually improve their activities.

13. The training and education of specialists in the conditions of socialist construction required updating the forms and methods of personnel training in higher education institutions, developing and applying the principles of higher education pedagogy. In this historical stage of the formation and development of higher education in Azerbaijan, it was necessary to provide educational institutions with professors and teachers capable of meeting the needs of higher education in both qualitative and quantitative terms. Due to the activities of the party and government, the advanced segment of the intelligentsia began to serve the Soviet government. Together with Russian scientists who came to work in Azerbaijan, they actively participated in creating a new higher education system. Thanks to the attention and care of the government, the potential of Azerbaijan's higher pedagogical schools, particularly through the aspirantura, began to strengthen. This potential further increased in the 1960s-1980s. The cultural revolution, one of the greatest achievements of national school building, resulted in the creation of a network of higher education institutions in the former empire's periphery. New centers for training specialists with secondary specialized and higher education emerged. Pedagogical education was practically reorganized. Creating conditions for the education and training of national personnel became a powerful source for the cultural and economic development of our people.

14. One of the most important outcomes of the development of higher education in Azerbaijan was the creation of national higher

education institutions that actively participated in the development of a culture that was national in form and socialist in content. These institutions accumulated rich pedagogical experiences and traditions. The quality of teacher training and the scope and effectiveness of scientific research in higher pedagogical schools surpassed those of previous years. Throughout its significant historical journey, higher pedagogical education reached advanced historical peaks in the 1970s and 1980s, becoming a powerful tool for the rapid development of general education. The focus of higher pedagogical schools shifted from merely meeting the quantitative demands of public education to enhancing the scientific-practical pedagogical-methodological training of staff.

15. Higher education is of significant importance in the harmonious development of society, the formation of its intellectual potential, and the transformation of material wealth into human capital. Thus, higher education is considered a real force driving sustainable development in social, economic, and cultural fields. For this reason, in recent years, the content of higher pedagogical education has been renewed in accordance with the principles of national statehood and the ideology of Azerbaijanism. Major reforms have been carried out at this level of education, with significant steps taken towards the preparation of competitive personnel and the formation of human capital in line with the country's needs.

The content of the research, the main scientific ideas, and the obtained results are reflected in the following **works** published by the claimant.

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