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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**IN CONTINUOUS EDUCATION SYSTEM
IN AZERBAIJAN PLACE AND ORGANIZATION MODELS
OF ADDITIONAL EDUCATION
(1991-2012 years)**

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INTRODUCTION

Relevance and degree of development of the topic: Our constantly and rapidly changing contemporary world has made learning limitless in the process of globalization. The processes of intercultural integration, continuous and dynamic updating of the technological environment, as well as the formation of a single information and educational space have made education, one of the main human and civil rights and freedoms, open and accessible to all. Since the general development process itself is directly related to education, this general development trend requires the modernization of additional education and its directions in accordance with the social order, which is the main component of continuous (lifelong) education.

National leader Heydar Aliyev paid great attention to the field of education by putting forward the slogan “Education is the future of our people“, at the same time highly appreciating the role of teachers, he said: “I do not know a higher name on behalf of the teacher in this world”. Indeed, since education is the future of our nation, continuous education of pedagogical personnel working in this area should be considered as a national issue. The progressive reforms carried out by the great leader Heydar Aliyev in the education system of Azerbaijan are the foundation of the legal framework governing this area. It is clear that a teacher cannot work for life with 4 years of undergraduate and 2 years of graduate studies. Additional education of teachers and pedagogical personnel was the focus of attention of the state and played a huge role in the formation of human capital. As in the practice of developed countries, a teacher with poor professionalism cannot achieve high results in education.

Today there has come a time when human capital should occupy the main place among all types of capital and investment.

Taking this into account, the president of the Republic of Azerbaijan Mr. Ilham Aliyev said with great foresight: *“Azerbaijan is a very rich country. We have a very rich wealth. But our greatest resource is the knowledge and literacy of people. We must make*

effective use of our resources and turn material capital into human capital, and we are doing this.”¹

The dissertation is conditionally divided into two periods in the historical direction, taking into account that the successful implementation of the state's educational policy, as well as the legislative acts guided by it in accordance with the relevant reform program and the dates of their adoption carry a significant turning point towards development in the history of National Education. The research work was analyzed with the help of the historical-comparative method, covering the years 1991-1999 and 2000-2012, as well as the issues related to additional education up to the latest period.

Insufficient study of functions, essence and organization models of additional education in Azerbaijan, the importance of post-diploma education forms an integral part of the educational policy of the Azerbaijani state.

The process of further development of the system of advanced training of pedagogical personnel from the mid-20s to the 80s of the XX century has been studied in detail by E.P.Belozerchev², N.M.Chegodaev³, P.V.Khudominskiy⁴, S.Q.Vershlovsky⁵ and others, conceptual foundations of additional professional education A.P.Vladislavlev's, B.S.Gershunsky's, A.V.Darinskiy's in studies. Pedagogical approaches to the education of the elderly it was widely interpreted in the works of V.Q.Onushkin, I.Y.Tarkhanova, E.L.Torndayk, M.S.Knowles.

¹ Məlikli, G. İslahatların əsas məqsədi iqtisadiyyatın dinamik inkişafı və vətəndaş rifahının yüksəldilməsidir // Xalq qəzeti. – 2020, 31 yanvar, – s.4.

² Белозерцев, Е.П. Подготовка учителя в условиях перестройки / Е.П.Белозерцев, – М.: Педагогика, – 1989. – 208 с.

³ Чегодаев, Н.М. Непрерывное образование в системе повышения квалификации педагогических кадров / Н.М.Чегодаев, – М.; НИИ школ МНО РСФСР, – 1988. – 13 с.

⁴ Худоминский, П.В. Развитие системы повышения квалификации педагогических кадров советской общеобразовательной школы. (1917-1981 гг.) / П.В.Худоминский, – М.: Педагогика, – 1986. – 184 с.

⁵ Вершловский, С.Г. Общее образование взрослых: стимулы и мотивы / НИИ общ. образования взрослых АПН СССР. – М.: Педагогика, – 1987. – 183 с.

Improvement of innovative approaches in the training of pedagogical personnel in Azerbaijan, issues related to the management of pedagogical personnel training I.H.Jabrailov⁶ describes the history and modern problems of additional education, including the introduction, forms and methods of new mechanisms in advanced training M.S.Kazimov⁷, A.A.Abdullayev⁸, M.S.Kazimov⁹ and A.O.Mehrabov¹⁰ commented in detail in his works.

However, all areas of additional education in Azerbaijan, their features, functions and essence have not been fully clarified, the importance of additional education as the main component of continuing education in our country has not been revealed and models of its organization in certain areas have not been considered in general, systematically, the history of additional education and its organization within the framework of the first legislative acts of the state have not been studied.

The above points suggest that at present it is one of the urgent pedagogical tasks to look at additional education as a whole system and modernize it on the basis of modern approaches.

The object of the research. The process of formation and development process of additional education and its main directions in the continuous education system in the Republic of Azerbaijan in 1991-2012.

⁶ Cəbrayilov, İ.H. Pedaqoji kadr hazırlığının bəzi məsələləri / Azərbaycan Respublikası Təhsil Problemləri İnstitutunun Elmi əsərləri. – 2014. №2, – s.9-13.

⁷ Məmmədşadə R.H. İxtisasartırma təhsili: Yeni problemlər, yeni münasibətlər / – Bakı: Qrant, – 2001. – 140 s.

⁸ Abdullayev A., Təhsil sahəsində islahat Proqramının tələbləri baxımından Azərbaycan Müəllimlər İnstitutunda kadrların ixtisasının artırılması, yenidən hazırlanması və təkmilləşdirilməsi işinin təşkili, – Bakı: Müəllim, – 2004. – 289 s.

⁹ Kazimov, M.S. Müəllimlərin ixtisasartırma təhsilinə yeni yanaşmalar: metodik vəsait / M.S.Kazimov; elmi red. Y.Ş.Kərimov; red. Ə.M.Əhmədov; rəy. Ü.H.Əhmədov, İ.H.Cəbrayilov; Azərbaycan Respublikası Təhsil Nazirliyi, Azərbaycan Respublikasının Təhsil Problemləri İnstitutu, – Bakı, – 2013. – 55 s.

¹⁰ Mehrabov A.O. Azərbaycan təhsilinin müasir problemləri / – Bakı: Mütərcim, – 2007. – 448 s.

The subject of the research. Models of the place and organization of additional education in the continuous education system in the Republic of Azerbaijan in 1991-2012.

The purpose of the research. The process of formation of additional education (and its directions) in Azerbaijan in 1991-2012, legislative requirements – to analyze on the basis of laws, decrees, orders, decisions and normative legal acts adopted in this area, to identify development trends, clarify the features, functions and essence of additional education during this period, to identify the importance of state policy pursued to improve continuing education in the Republic of Azerbaijan, to study the models of organization of additional education, mainly through the historical and comparative method, the scientific and pedagogical process. Interpretation of the aspect, it consists in generalizing the experience gained and theoretically analyzing the possibilities of its compliance with modern forms and methods, identifying modern forms of organization of additional education.

The research was faced with the following tasks:

1. To reveal of the process of formation of additional education before 1991;
2. To identify of stagnation in the field of additional education in 1991-1993, the reasons that necessitated reforms in the field of additional education in 1993-1999, and its reflection in legislation;
3. To determine the role of institutions of additional education in the training of teaching staff in Azerbaijan in 2000-2012;
4. To evaluate, on the basis of comparison, the activities of educational institutions that provided additional education services in Azerbaijan in 1991-2012, and to study the models of organization of additional education in those years.
5. To identify the progressive experience of educational institutions providing additional education services in the Republic of Azerbaijan in the modern era;
6. To identify the role of additional education in the development of human potential, increasing and improving the level of intellectual and professional training of personnel, adaptation of

older people to constantly changing and updating working conditions in the Republic of Azerbaijan.

Research methods. The following research methods were used to implement the tasks ahead: historical-comparative, theoretical analysis, observation, generalization, study of archival documents, induction and deduction, analysis and synthesis.

Scientific novelty of the research. Determining the reasons necessitating reforms in the field of additional education in the years 1991-2012, involving in the research the legislative acts adopted in the field of additional education in Azerbaijan in those years, determining the role of additional educational institutions in the training of teachers in Azerbaijan in those years, additional education in the training of quality pedagogical personnel in the modern era. The potential (teaching staff, material-technical base and scientific-methodical support), experience, and organization models of additional education are studied comprehensively for the first time, the formation process, development trends are summarized, systematized, and the development of additional education in Azerbaijan perspective is determined, which constitutes the scientific novelty of the research.

Theoretical significance of the research. The analysis of legislative acts adopted in Azerbaijan in the field of additional education in 1991-2012, the activities of educational institutions that meet the needs of citizens of the Republic of Azerbaijan in additional education, providing additional educational services, have been deeply studied and commented on, which will serve as a source for conducting new research on the scientific, pedagogical and economic effectiveness of additional education in the future.

Practical significance of the research. The involvement in the research of the topic "the place and models of the organization of additional education in the system of continuing education in Azerbaijan (1991-2012)" is important for studying the rich and glorious history of additional education in Azerbaijan and the long-term scientific and methodological heritage in this field, the reconstruction of the system of additional education in the modern

era, improving the content of education in the system of additional education.

The scientific results obtained in the dissertation contributed to the further dynamization of pedagogical personnel policy and the implementation of pedagogical personnel reforms in Azerbaijan from the point of view of consistency, facilitating the rotation of pedagogical personnel, including socio-pedagogical (social workers in education, social educators, educators and teachers), flexibility of teacher exchange between higher educational institutions, increasing the level of training of teaching staff in Azerbaijan. The decrease in demand for foreign universities to obtain qualified teaching staff, by granting educational institutions providing additional education services the status of public persons, contributes to ensuring their financial stability, accelerating the adaptation of persons taking citizenship of the Republic of Azerbaijan, including repatriates, to society and the local labor market, the creation of infrastructure on lands liberated from occupation, industrial high-tech startups and the creation of a new labor market with a competitive environment. he will make a great contribution to its formation. Along with this, it is possible to consider a flexible solution to the problem of employment of older people through additional education, organize additional education in Azerbaijan based on distance education technologies, increase the flexibility and effectiveness of the application of additional education models in personnel training and use it as a necessary tool within the framework of integration into the global education system.

Research work can also be used in conducting new scientific research on additional education, in the development of textbooks and textbooks on the history of additional education, areas of additional education and models of organization of additional education, in the preparation of methodological manuals, subject programs and subject syllaboscopes, as well as bibliographies and anthologies.

Sources of the research. As the primary source of the research, the local and foreign pedagogical literature, periodicals, invalid and valid legislative acts on additional education, local and

international level scientific-pedagogical projects and practices applied in this field in our national education system, additional education programs of educational institutions providing additional education services in Azerbaijan and educational programs that train personnel in the relevant directions of, at the same time, pedagogical observations and scientific and pedagogical experience in the field of additional education during the period of pedagogical activity were used.

The main provisions of the dissertation defence:

1. Since additional education is a socio-pedagogical activity and as a process develops under the influence of the era, its study in the context of lifelong education is relevant;

2. Since the XIX century, additional education has played a major role in the field of training of pedagogical personnel, elimination of illiteracy and development of enlightenment in Azerbaijan;

3. Further education in Azerbaijan has passed a glorious historical path of development and it is important to study it, as it has of long standing scientific and pedagogical heritage;

4. Higher education institutions or their specialized structural units providing additional education services in Azerbaijan are more suitable for functioning as a public legal entity, as they are institutions that provide continuity of education in the training of pedagogical personnel;

5. Since one of the main principles of the state policy in the field of education of the Republic of Azerbaijan is related to additional education (Law of the Republic of Azerbaijan “on Education”, Article 24), it is necessary to increase the attention to this area, to study the history of additional education and its development stages by including them in the content of;

6. It is possible to flexibly solve socio-pedagogical issues related to the employment of local residents returning to their native lands through additional education within the framework of the Great Return process against the background of the creation of high-tech startups in our liberated lands and the formation of a new labor market with a competitive environment;

7. The main directions of additional education in Azerbaijan (qualification improvement, retraining of personnel, internship and improvement of personnel, secondary higher education and secondary special education, raising of degrees, education of the elderly) and other areas of additional education (short and long-term courses, conferences, symposiums, seminars, forums, circles, trainings, trainings and master classes), including the application of models of organization based on, ensuring economic and pedagogical efficiency is important from the point of view of integration into the world education system.

Approbation and implementation of research results. The main content and results of the dissertation were heard at scientific conferences of doctoral students and dissertators of the Republic, published in the form of theses and articles. The main theoretical provisions and practical proposals of the dissertation work are reflected in the scientific and practical conference materials contained in the scientific press and international summary indexes. 9 scientific articles of the author (3 published in foreign countries) and 24 theses were published on the topic, he made reports at international and local scientific conferences. At the same time, the author, using the opportunities of distance learning technologies, participated in trainings and courses of pedagogical content of higher educational institutions of a number of prestigious foreign countries and received international certificates.

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

The volume of the structural units of the dissertation separately and the total volume with a sign. The dissertation work consists of an introduction, 3 chapters, 9 sub-chapters, each chapter has 3 sub-chapters, a conclusion and a list of references.

Introduction – 12 pages, 19102 signs, Chapter I – 36 pages, 73685 signs, Chapter II – 40 pages, 76713 signs, Chapter III – 26 pages, 52613, Conclusion – 8 pages, 9343 signs. The total volume of the dissertation work is 143 pages, 231456 signs.

THE MAIN CONTENT OF THE RESEARCH

In the introduction, the relevance of the topic is substantiated, the object, subject, purpose, objectives of the study, research methods, the main provisions of the defense are identified, information is given on the scientific novelty, theoretical and practical significance, application and approbation of the study.

Chapter I of the dissertation is called “**The history of the development of additional education in the system of Continuing Education**” and consists of three sub-chapters. The first paragraph of this chapter is entitled “*Further education in the context of lifelong learning as an important component of the social institution*”. The interaction of basic concepts such as “additional education”, “continuous education”, “lifelong education”, “sociology of education”, “human capital” was revealed, the role played by it in reproduction and in the development process of the social structure of society (in the formation of mutual relations between the social status of social groups and individuals and their level of education) was revealed, knowledge, social norms, moral, in the study of the interaction of the socialization of the individual in the education system, the specificity of additional education was brought to the fore.

The second half of the first chapter is called “**The role of additional education in the formation of social and pedagogical workers in developed countries**”. Here, the additional education of socio-pedagogical personnel (social educators, social workers in education, pedagogical personnel, teachers, educators) was considered in a new pedagogical discourse – it was considered more appropriate to consider socio-pedagogical personnel as a unified and centralized process of meeting the needs for additional education.

Considering the experience of developed countries, it is concluded that the relevance of the problem is due to the increasing role of specialists in the preservation of cultural heritage and spiritual development of the individual, since the training of social sphere specialists is directly closely related to humanitarian, including pedagogical education. Because humanitarian education is considered as the basis of the foundations of spiritual life in most countries. Thus,

he forms the core of any talent. In the concept of continuing education, it is impossible to consider additional education separately from these components, and currently it is gaining special importance. Therefore, since the additional education of socio-pedagogical personnel in pedagogical discourse means meeting the needs of teachers, social educators, educators, social workers in education related to the problems of joint and joint additional education, we believe that along with pedagogical personnel, the needs of social workers and socio-educators in postgraduate education should be considered in the context of additional education.

Summarizing the above mentioned sub-chapter, it is possible to conclude that the sphere of activity of educators (educators, teachers, psychologists) and social educators and social workers in education is organically closely connected with each other. That is why it is more expedient to jointly review and analyze issues related to the problems of additional education of socio-pedagogical personnel, both from a historical and modern point of view.

The third sub-chapter of the first chapter, called “*The stages of the historical development of additional education in the framework of the training of pedagogical personnel in Russia*”, considers the history of the training of pedagogical personnel and teachers in the framework of the reforms carried out since the Charter of 1828 on the territory of the Empire during Tsarist Russia.

During this period, the work on improving the qualifications of pedagogical personnel was served by Congresses, Conferences, Meetings and seminars on the scale of both accidents, provinces and all-Russian, all of which were among the models of organizing additional education. The content of additional education in the mentioned period was diverse: increasing the level of knowledge of teachers, improving the methods and techniques of training and education of students, teaching organizational and managerial issues in education, etc. Since the middle of the XIX century, along with congresses for teachers, the organization of courses began to be introduced in Russia. For example, from the report of the Moscow Literacy Committee in 1869, it follows that summer pedagogical courses were organized on the basis of the Novoselki School of the Tula region. About this I.Derkachev also drew attention to the importance of conducting such full-time courses and

practical classes under them in the journal “Teacher” (“Учитель”). In the minutes of the I all-Russian Congress of the All-Russian Union of teachers and secondary school workers (February 9-11, 1906), the joint work of the school with parents, the role of parental committees and associations were highly appreciated.

Summarizing the content of this paragraph, it can be noted that by the beginning of the 20s of the XX century, congresses, courses, conferences, meetings, exchange of experience as the main organizational forms of increasing the professional level of teachers and other pedagogical workers, including directors and inspectors of educational institutions, the activities of classes, excursions, pedagogical exhibitions, pedagogical councils began to increase. However, at that time, educational and methodological institutions engaged in improving the qualifications of pedagogical personnel have not yet been created. The practical solution of advanced training issues was carried out mainly at the level of directive documents of party and Soviet bodies until the 60s, regulatory documents of the RSFSR, and later of the state Commissariat of Education of the USSR.

The first sub-chapter of the second chapter of the dissertation entitled “*The development trend of additional education in the framework of educational reforms in Azerbaijan*” is called “training of teachers and pedagogical personnel through additional education programs in Azerbaijan in 1920-1990”. In this chapter, the development of additional education within the framework of educational reforms in Azerbaijan is conditionally divided into three stages. The first stage covers the period from 1920 to 1990, in other words, the period until the independence of the Republic of Azerbaijan.

It is indicated in the paragraph that during the period of the Azerbaijan Democratic Republic, various types of courses were organized to be considered as additional education for the population with certain labor experience. Training courses have been opened in areas of important economic and political importance-namely railway, banking, communication, postal and Telegraph areas, which train qualified National Personnel. This process, which includes additional educational services of the period, has led to an increase in the share of national personnel among qualified civil servants.

The reforms carried out in connection with additional education in the Republic until the 90s of the XX century, the measures carried out in this direction revealed the role of the following educational institutions among the training, advanced training, retraining of pedagogical personnel, scientific-pedagogical research institutes in Azerbaijan during the specified period.

- 1) Azerbaijan branch of Gori Teachers' Seminary (AGTS);
- 2) Kazakh Teachers' Seminary (KTS);
- 3) Baku Institute of Public Education (BIPE);
- 4) Azerbaijan Teacher Training Institute (ATTI);
- 5) Central Teacher Training Institute (CTT);
- 6) Azerbaijan Institute of Professional Development and Retraining of Senior Pedagogical Personnel;
- 7) Baku Institute of Specialization and Retraining of Pedagogical Personnel (BISRPP);
- 8) Azerbaijan Scientific-Research and Pedagogical Sciences Institute (ASRPSI).

As a result of the sub-chapter, it should be noted that the Soviet education system, having mastered the advanced achievements of science, gained opportunities to transfer the experience gained to the next generation of young people within the framework of the principle of succession, as well as to join the world culture, to train highly qualified national personnel armed with advanced scientific ideas. However, during the years of Soviet power, the development of education in Azerbaijan was carried out in a centralized manner in accordance with the spirit and requirements of the educational strategy adopted in the All-Union space. It was impossible to deviate from the established strategy, to develop a concept of local education based on national characteristics and to apply it in a system in which administrative-command management methods were established. Heydar Aliyev, who came to the leadership of the Republic only in 1969, achieved this goal by choosing a highly accurate strategy and tactics skillfully thought out for the progress of Azerbaijan, including the growth of Science, Education and consciousness, despite the strict law of the regime.

So, in the history of education in Azerbaijan, additional education has taken a special place of honor, played a major role in shaping our military and political potential, educating scientists and cultural luminaries, and created a long-term scientific and pedagogical heritage.

The second sub-chapter of the second chapter of the dissertation is called *“Educational reforms that condition the development of the additional education system in Azerbaijan in 1991-1999”*. This chapter examines the negative impact of the period of stagnation on additional education against the background of ignoring the field of education in 1991-1993, at the insistence of the people after the coming to power of great leader Heydar Aliyev since 1993, attention to the field of education has been increasing at the state level, extensive reforms are being carried out, the forms, content and nature of these reforms are explained in connection with with additional education.

It is necessary to give an example of the fact that additional education occupies an honorable place in the history of education in Azerbaijan, and our scientists and cultural luminaries have grown up, who, thanks to the long-term scientific and pedagogical heritage, have formed our world-class military-political potential in the field of Education.

During this period, the network of secondary and higher schools was expanded, and the training of high-level personnel was brought to the fore. Our national leader Heydar Aliyev expressed the real level of education of that time as follows: *“How valuable this education system can be seen from the fact that in Azerbaijan there are people with high literacy, knowledge, qualifications and high science, and they make up most of society. If it were not for them, the Azerbaijani economy would not be able to develop so strongly. Without them, we would not be able to rule Azerbaijan as an independent state now. The education system established in the XX century is our greatest asset, and we, as an independent state, started the XXI century with this wealth, with this great potential”*.¹¹

During the period covered by the research topic, there was a serious need for updating the educational legislation to build national

¹¹ Ulu öndər Heydər Əliyev təhsil haqqında // Azərbaycan müəllimi. – 2010, 10 dekabr, – s.4.

education. First of all, a new law” on Education " had to be adopted. Because the Education Law of the Republic of Azerbaijan of 1992 dated October 7 No. 324 did not meet the requirements of the time.

For example, Article 10, paragraph 3 of the same law entitled “educational programs” mentioned the special education programs after higher education, which created a limited legal framework for citizens to obtain post-diploma education.

Article 19, paragraph 5 of the same law provided for the right to conduct certification of scientific-pedagogical and scientific personnel to higher schools, to provide advanced training and re-specialization of personnel, and Article 25 provided that universities of the Republic of Azerbaijan can provide educational services in only two areas of additional education-advanced training and retraining of personnel.

However, on the initiative of the Great Leader Heydar Aliyev, who came to power at the insistence and demand of the people, progressive reforms were carried out in the field of education, as well as in all areas. Thus, the legal framework for the organization of additional education in Azerbaijan on the basis of modern standards was created. Among the legislative acts adopted in 1991-1999, the reform program that created that legal framework is shown in italics in Table 2.2.

Table 2.2

№	Name of the legislation	Legislative act number	Date of receipt	Receiving executive authority
1	Education Law of the of Azerbaijan	№324	October 07, 1992	Supreme Council of the Azerbaijan
2	Model regulation of retraining and personnel retraining institutions	№77	July 11, 1997	Cabinet of Ministers of the Republic of Azerbaijan
3	Decree on the approval of the Reform Program in the field of education of the Republic of Azerbaijan	№168	June 15, 1999	President of the Republic of Azerbaijan

A study conducted on this chapter showed that the development of the 1992 law on education did not take into account the existing realities, the socio-economic situation of the country, and the adoption of the education reform program of the Republic of Azerbaijan in 1999 contributed to the adoption of the new law “On Education” and the adoption of legislative acts stimulating the development of the system of additional education.

The third paragraph of the second chapter of the dissertation is called “*The State education policy in improving the system of additional education in Azerbaijan in 2000-2012*”. After the Republic of Azerbaijan gained its independence, multifaceted reforms were carried out in additional education, as well as in many areas, and new orders, needs and needs of society were met in this direction. After the adoption of the Reform Program in the field of education, sufficient regulatory documents were signed for the construction of additional education on a new basis in accordance with modern mechanisms, mechanisms and models were developed that will be implemented in separate stages. National Leader Heydar Aliyev's program of action within the framework of the reform was further deepened by the decree of June 2000, 13, and paved the way for the organization of additional education on the basis of modern requirements.

It was in accordance with this decree that a conceptual strategy for teacher training in the Azerbaijani education system was defined, based on the experience of countries around the world, the initial and postgraduate stages of teacher training were adapted to international models, considered as complementary processes, and for the first time a new network of these stages was created in the context of continuing education.

From what was noted in this sub-chapter, it can be concluded that the principle of integration into the world practice of teacher training was adopted as a necessary factor, specific activities were carried out in this direction, for the first time within the framework of the concept of “continuing education for all”, clear frameworks for the processes of professional development, retraining, internships and improvement were defined, strong points have been established

that meet modern requirements and a model for organizing the process of additional education has been developed.

Legislative acts providing for the establishment of the system of advanced training of pedagogical personnel up to the modern period, including 2000-2012, at the level of modern requirements are summarized in Table 2.3.

Table 2.3

№	Name of the legislation	Legislative act number	Date of receipt	Receiving executive authority
1.	Decree "On the improvement of the education system in the Republic of Azerbaijan".	№ 349	June 13, 2000	Cabinet of Ministers of Azerbaijan
2.	"Creating a network of base stations" command	№ 1094	November 30, 2000	Cabinet of Ministers of Azerbaijan
3.	Order on "Transition to a new mechanism in vocational education and organization of teacher improvement work".	№ 164	February 21, 2002	Cabinet of Ministers of the Republic of Azerbaijan
4.	Order on the results and prospective development of the reforms implemented in the in-service training of pedagogical personnel	№ 81	July 01, 2003	Cabinet of Ministers of the Republic of Azerbaijan
5.	Order on the mechanism of advance study of teachers' demand for in-service training	№ 245	March 26, 2004	Cabinet of Ministers of the Republic of Azerbaijan

Table 2.3 follows

6.	Decision on approving the Concept and Strategy of continuous pedagogical education and teacher training in the Republic of Azerbaijan	№ 102	June 25, 2007	Cabinet of Ministers of the Republic of Azerbaijan
7.	Law of the Republic of Azerbaijan On education	№833 IIIQ	June 19, 2009	Cabinet of Ministers of the Republic of Azerbaijan
8.	Decision on "Professional training of teaching staff: current situation, problems and proposed new model".	-	October 24, 2009	Cabinet of Ministers of the Republic of Azerbaijan
9.	Order on the approval of the Curriculum Framework of specialization education	№1668	December 17, 2010	Cabinet of Ministers of the Republic of Azerbaijan
10.	Decision on "The content, organization of additional education and the provision of a relevant document to persons who have studied in any direction of additional education"	№163	September 06, 2010	Cabinet of Ministers of the Republic of Azerbaijan
11.	Order "On the approval of the Curriculum Framework of vocational education and the instruction on the evaluation of vocational education programs"	№ 597	April 18, 2012	Cabinet of Ministers of the Republic of Azerbaijan

Table 2.3 follows

12.	On the approval of the “List of higher educational institutions, scientific institutions and organizations of the Republic of Azerbaijan where doctoral studies are established”.	№ 235	December 14, 2010	Cabinet of Ministers of the Republic of Azerbaijan
13.	Order on approval of “Rules for organization of vocational training and additional education courses of employed citizens”.	№ 07	June 21, 2012	Cabinet of Ministers of the Republic of Azerbaijan
14.	Order on the curriculum framework of in-service training for management and teaching staff of pre-school, general, first vocational and extra-curricular educational institutions	№ 597	April 18, 2012	Cabinet of Ministers of the Republic of Azerbaijan
15.	Decree “On some issues related to additional education of civil servants”.	№ 387	December 11, 2014	Cabinet of Ministers of the Republic of Azerbaijan
16.	Concept and strategy of continuous pedagogical education and teacher training in the Republic of Azerbaijan for 2008-2015	№ 102	June 25, 2007	Cabinet of Ministers of the Republic of Azerbaijan

Table 2.3 follows

17.	Decision on approval of the “National Qualifications Framework for Lifelong Education of the Republic of Azerbaijan”.	№ 311	July 18, 2018	Cabinet of Ministers of the Republic of Azerbaijan
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The first paragraph of the last chapter of the dissertation entitled “Prospects for the development of additional education in Azerbaijan in modern times” is called “main directions of Organization of additional education in Azerbaijan”. This paragraph touched upon the issues of Organization of additional education in six directions, including its content and form, enshrined in the “Law on Education” of the Republic of Azerbaijan (2009) and “The content, Organization of additional education and the procedure for issuing relevant documents to persons who have received education in any direction of additional education” (2010).

It was noted that there are 6 main areas of additional education in Azerbaijan:

- professional development;
- retraining of personnel;
- internship and staff development;
- secondary higher education and specialized secondary education;
- increasing degrees;
- education of the elderly.

In this sub-chapter, new mechanisms of additional education in each area, a number of problems awaiting solution, proposals, the content of the relevant areas of additional education, the rules of its organization, the historical path of development, the process of formation in the modern era are being investigated.

In the second sub-chapter of the III Chapter is called “*The models of the organization of additional education in Azerbaijan in modern times*” and there models of the organization of additional education on existing directions are shown.

In this sub-chapter, other models of Organization of additional education-short and long-term courses, trainings, conferences, seminars, forums, round tables, symposiums, congresses, circles, discussions, debates, experience exchange events, as well as coaching, mentoring and master classes were discussed.

The last sub-chapter of the last Chapter of the dissertation is called “*Organization of additional education in Azerbaijan on the basis of distance learning technologies*”. In this sub-chapter, the difficulty, flexible solution opportunities and practical approaches that arise when organizing additional education on the basis of distance learning technologies are given.

From this paragraph, it is concluded that the organization of distance education in synchronous and asynchronous type, as well as online and offline forms, reveals the facilitator role of the teacher more, and at the same time performs a managerial function, both from a psychological and didactic point of view. In this case, the teacher performs the position of educator-moderator; he is able to fully focus on the process, from comfortable and easy for all students to mastering the educational material.

The following **results** were obtained regarding the study:

1. At the initial stage of the study, it turned out that until 2009, The Post-Diploma Professional Training, improvement and Secondary Higher Education of teachers and pedagogical personnel in Azerbaijan were not related to additional education.

2. Since the XIX century, the role of additional education in the training of pedagogical personnel, conditioned by the abolition of illiteracy in Azerbaijan and the development of enlightenment, has been revealed.

3. Since additional education is a socio-pedagogical activity, the post-diploma professional training of social workers in education was considered within the framework of additional education of pedagogical personnel, in the context of lifelong learning.

4. Additional education is the largest social institution that influences the formation of a person's personality throughout life, regulates social relations in society, forms competitive human capital in a market economy, plays a significant role in the development of

programs for sustainable social development, makes postgraduate education continuous and accessible, develops socio-economic relations between migrants and repatriates, higher education education that provides additional education services and their institutions are those, which ensure the continuity of education.

5. Despite its invaluable role in the development of education, the abolition of illiteracy, the formation of the scientific and pedagogical potential of the Azerbaijani people and its glorious historical past, the history of additional education in textbooks and manuals, encyclopedias, curricula and lecture texts on the history of education in Azerbaijan has not been included.

6. In the dissertation, a new content is given on the need to implement additional education through distance learning technologies. Short and long-term courses, conferences, symposia, seminars, forums, circles, trainings, trainings and master classes within the framework of the organization of additional education through distance learning technologies are defined as models of the effective organization of additional education.

7. In the modern information society, where science and technology are rapidly developing, it is impossible to carry out lifelong pedagogical activity, in particular, to engage in professional scientific and pedagogical activity in higher educational institutions only with the result of Education obtained at the 4-year bachelor's and 2-year master's degrees of Higher Education.

8. Additional education is the main condition in the implementation and certification of scientific, scientific-pedagogical and social-pedagogical personnel in the Republic of Azerbaijan, as well as in the training of leading pedagogical personnel and improving the quality of management.

9. The study showed that the creation of appropriate employment programs for citizens to be able to perform professional activities in the labor market formed in our liberated lands, as well as the start of labor activities of graduates in various sectors of the national economy, flexible and rapid adaptation to social relations are closely related to additional education. In this regard, the importance of additional education in the study was revealed.

12. Additional education is of great importance in improving the academic mobility of teachers through exchange programs, increasing the professional competence of socio-pedagogical personnel (social workers in education, social educators, educators and teachers).

The following **proposals** were put forward on the study:

1. Additional education occupies a special place in the history of education in Azerbaijan. Additional education has passed a glorious historical path of development. Taking into account the long-standing professional traditions in the field of additional education in Azerbaijan, we come to the conclusion about the importance of additional education in the modern period in the career development of citizens and the formation of their professional competencies, the organization of additional education in accordance with modern models, including through distance learning technologies, should be adapted to the social order of society. Therefore, taking into account the economic efficiency, mass character, accessibility, availability of accredited international and licensed domestic academies, universities, institutes with relevant international requirements for the provision of additional education services, the State standard and documentation containing the content of additional education, flexible assessment models, quality assurance, professional teaching staff, favorable material and technical base, having or any of their specialized structural units (branch, department, subdivision, center and etc.). It would be advisable to carry out activities in the status of a public legal entity and expand the network of institutions of additional education.

2. Taking into account the indisputable place of additional education in the history of education and pedagogy of Azerbaijan and the presence of its modern prospects in pedagogical science, modern educational standards, pedagogical technologies, in accordance with the theme and context, encyclopedias, educational materials are included in textbooks and manuals “History of Pedagogy”, “School pedagogy”, “Pedagogy of Higher Education”. programs.it is important to do this.

3. Since the education and activities of teachers are an integral part of the socio-pedagogical system, it is also advisable in education to include additional education of social workers and social educators in the training of teaching staff and consider short- and long-term courses, conferences, symposiums, seminars, forums, associations, trainings, trainings and master classes as the main models for organizing additional education education.

4. It is necessary to use the opportunities of additional education in order to increase the share of our citizens living in their native lands in the labor market and their share in employment programs, formed against the background of the creation of infrastructure, smart city (village) concept in our liberated lands, the creation of new jobs within the “Great Return” process.

5. In order to increase the level of professionalism, professional skills, scientific and theoretical knowledge of socio-pedagogical personnel and senior teaching staff during their professional activity (or during their absence from teaching for a certain period of time), their training, certification, attestation according to curricula and programs corresponding to their personal needs and requirements is regularly carried out, including reflecting innovations and changes, Delegation to the relevant institutions of additional education would lay the foundation for improving the organization of additional education on the basis of more flexible mechanisms.

The main scientific and experimental results of the dissertation are reflected in the following **scientific articles** and **conference materials**:

1. Azərbaycanca fasiləsiz təhsil sistemində əlavə təhsilin formalaşması prosesi və onun modernləşdirilməsinin zəruriliyi // Doktorantların və gənc tədqiqatçıların XVIII Respublika Elmi Konfransının materialları (II cild) / – Bakı. – 19-20 dekbr, – 2013. – s. 385-388.
2. Azərbaycanca əlavə təhsilin inkişaf perspektivləri və onun modernləşdirilməsinin təşkili // Bədən Təربiyəsi və İdman Akademiyasının Elmi Xəbərləri (1-ci hissə), – Bakı, – 2014. – s.165-173.

3. Multikulturalizmin və dini tolerantlığın qorunmasında əlavə təhsilin əhəmiyyəti // Humanitar elmlərin öyrənilməsinin aktual problemləri (Ali məktəblərarası elmi məqalələr məcmuəsi) // – Bakı: Mütərcim, – 2014. №3, – s.182-188.
4. Azərbaycanda əlavə təhsilin şəxsiyyətin harmonik inkişafı üçün əhəmiyyəti // “Təhsildə mənəvi-əxlaqi dəyərlər: harmonik şəxsiyyətin inkişafı” mövzusunda Beynəlxalq elmi-konfransın materialları (Azərbaycan Respublikasının Təhsil Problemləri İnstitutu // – Bakı, – 5-6 dekabr, – 2014. – s.324-326.
5. Məmmədov, N.R. Əlavə təhsil sistemində islahatlar və onun müasir təhsildə tətbiqi // Tədris prosesinin təkmilləşdirilməsi və müasir təhsil konsepsiyası” mövzusunda Beynəlxalq elmi-konfransın materialları (Azərbaycan Respublikasının Təhsil Problemləri İnstitutu, Naxçıvan Dövlət Universiteti, Naxçıvan Müəllimlər İnstitutu), – Naxçıvan, – 16-17 dekabr, – 2014. – s. 67-68.
6. Azərbaycan vətəndaşlığı almış repatriantların və miqrantların adaptasiyasında əlavə təhsilin əhəmiyyəti // Humanitar elmlərin öyrənilməsinin aktual problemləri (Ali məktəblərarası elmi məqalələr məcmuəsi) №1, – Bakı: Mütərcim, – 2015. – s.191-193.
7. Multikulturalizmin və dini tolerantlığın cəmiyyətdə möhkəmlənməsində əlavə təhsilin rolu // “Ulu Öndər heydər Əliyevin irsində multikultural və tolerant dəyərlər” adlı Beynəlxalq Elmi Konfransın Materialları. II hissə. – Bakı, – 3-5 may, –2016. – s.180-183.
8. Uğurlu təhsil və sosial siyasət: Əlavə təhsil işsizlik və məşğulluq probleminin həllində vasitə kimi // Ümummillî lider Heydər Əliyevin anadan olmasının 94-cü ildönümünə həsr olunmuş Azərbaycanşünaslığın aktual problemləri. VIII Beynəlxalq Elmi Konfrans. – Bakı, – 2017, – s.345-348.
9. Дополнительное образования – стратегия жизни современного человека в образовании через всю жизнь // “Azərbaycanda rus dili və ədəbiyyatının öyrənilməsi və tədrisinin aktual problemləri: orta və ali məktəblər üçün dərslük komplekslərinin hazırlanması təcrübəsi, problemləri və

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10. Əlavə təhsilin təşəkkülü və onun tədqiqat tarixinin bəzi məsələləri // Humanitar elmlərin öyrənilməsinin aktual problemləri (Ali məktəblərarası elmi məqalələr məcmuəsi). – Bakı: Mütərcim, – 2019. №3, – s. 213-218.
 11. Роль современных учебных технологий в подготовке к педагогической деятельности преподавателей по предмету и магистров // Ümummilli lider Heydər Əliyevin anadan olmasının 96-cı ildönümünə həsr olunmuş Azərbaycanşünaslığın aktual problemləri. X Beynəlxalq Elmi Konfrans. – Bakı: Slavyan Universiteti, – 07 may, – 2019. – s. 302-305.
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 15. Əlavə təhsil sistemində pedaqoji innovasiyaların tətbiqinin keyfiyyətə təsiri // Humanitar elmlərin öyrənilməsinin aktual problemləri (Ali məktəblərarası elmi məqalələr məcmuəsi). – Bakı: Mütərcim, – 2021. №3, – s.212-217.
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 24. Технологии дистанционного обучения как современный модель организации обучения в дополнительном образовании // Ümummillə lider Heydər Əliyevin anadan

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