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**THE POSSIBILITIES AND WAYS OF USING THE
HISTORICAL ACHIEVEMENTS OF THE AZERBAIJAN
ARMY IN THE MILITARY-PATRIOTIC EDUCATION OF
SCHOOLCHILDREN**

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Applicant: **Parviz Rashad Allahverdiyev**

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ABSTRACT

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The dissertation was carried out at the “Pedagogy and Psychology” department of Nakhchivan State University

Scientific advisor: **Doctor of Pedagogical Sciences, Professor
Ismail Israfil Aliyev**

Official opponents: **Doctor of Pedagogical Sciences, Professor
Farrukh Abbas oglu Rustamov**

**Doctor of Philosophy in Pedagogy
Goychek Ispandiyar gizi Pirverdiyeva**

**Doctor of Philosophy in Pedagogy
Ruhangiz Mammad gizi Aliyeva**

Dissertation Council FD 2.40 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Nakhchivan Teachers Institute

Chairman of dissertation council:

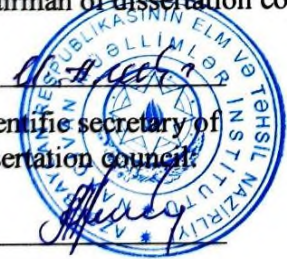
Doctor on pedagogical sciences, professor
Ismayil Israfil Aliyev

Scientific secretary of dissertation council:

Doctor of philosophy in pedagogy, associate professor
Giziltaj Tarverdi Shahbazova

Chairman of scientific seminar:

Doctor on pedagogical sciences, professor,
Lezifa Nagi Gasimova



GENERAL CHARACTERISTICS OF THE STUDY

Relevance and degree of development of the topic. We are currently experiencing a historical stage where the pedagogical community must understand the great responsibility placed on Azerbaijani schoolchildren and take the necessary steps. In the general education schools of our independent republic, the formation and development of patriotism and military-patriotic education among students hold great significance. This is important because the Soviet patriotism and ideology imposed on youth in the past do not align with the current independent Azerbaijani patriotism, including military patriotism. It must change and be renewed. On the other hand, the flourishing and strengthening Azerbaijani state and its army, recognized on a global scale both morally and politically, create favorable conditions for raising patriotic schoolchildren.

In recent years, the achievements in military development, the steps taken, and the respect for our nation's history and heroic past have led to the establishment of museums, corners, and stands in secondary education institutions to foster patriotism. The pedagogical potential of these resources is widely utilized.

Ensuring military-patriotic education is one of the most crucial tasks facing general education schools. For this requirement to be successfully met, the work must start within the family and take systematic form in schools. Military-patriotic education for schoolchildren begins in primary school, continues through teaching, extracurricular, and out-of-class activities, and gradually develops in later years. At the modern stage, military-patriotic education serves to train competent, industrious, agile, and patriotic schoolchildren interested in the military profession and the army. This education primarily involves fulfilling civic duties, maintaining devotion to the homeland, and preparing students to serve in the Armed Forces of the Republic of Azerbaijan in the future. It also includes acquiring knowledge about modern weaponry, military technology, love for the homeland, and a constant sense of hatred toward the enemy. The most important aspect is that the historical victories and services of the Azerbaijani army and its armed units, led by National Leader

Heydar Aliyev in the past and Supreme Commander-in-Chief Ilham Aliyev today, play a crucial role in the military-patriotic education of young generations. The Development of Military-Patriotic Education Among the Young Generation in Modern Secondary Education Institutions and the Preservation of the Historical Achievements of the Azerbaijani Army. In today's secondary education institutions, the implementation of various measures to develop the military-patriotic education of the younger generation and to preserve the historical achievements of the Azerbaijani Army is considered essential. Therefore, the teaching of subjects that directly contribute to military-patriotic education in secondary schools holds particular significance. Examples of such subjects include "History of Azerbaijan," "Victory History," "Literature," "Pre-Military Training," and "Physical Education." Through these subjects, significant progress can be made in addressing the issue under discussion. With the help of teachers who instruct "History of Azerbaijan," "Literature," and "Pre-Military Training," it is crucial to develop students' military-patriotic education, instill respect for the historical achievements of the Azerbaijani Army, and ensure the relevance of this topic from both a scientific-pedagogical and methodological perspective.

The "Law on Education" of the Republic of Azerbaijan (2009) contains multiple provisions related to the patriotic education of students in secondary schools. One of these provisions states:

"The state continuously takes steps to enhance students' national identity awareness and strengthen their sense of patriotism, adopting relevant documents and state programs. At the same time, the improvement of legislative acts and the implementation of projects in this direction positively contribute to the patriotic upbringing of young people".¹

One of the factors justifying the relevance of this research problem is the inclusion of important recommendations regarding

¹ "On Education" Law of the Republic of Azerbaijan // – Baku: Legal Literature, 2009. – 80 pages.

military-patriotic education for students in the documents related to the National Curriculum, which has been successfully implemented in our country. These documents state that students in the “Pre Military Training” subject must be aware of their responsibilities. Teaching this subject is considered an effective way to instill a sense of love for the homeland in students.

Today, primary school teachers, history teachers, and, in general, the entire pedagogical staff of the school bear a significant responsibility in fostering military-patriotic education among students. The teaching staff must be knowledgeable about the past and present achievements of the Azerbaijani Army and be able to effectively impart this knowledge to students. Promoting awareness of the historical achievements of the Azerbaijani Army among students and fostering military-patriotic education is one of the primary tasks of the pedagogical staff. Without sustained efforts in this area, it is impossible to cultivate students as patriotic citizens.

The historical achievements, victories, and successes of the Azerbaijani Army should serve as the primary foundation for developing military-patriotic education among the younger generation. As the National Leader Heydar Aliyev stated on October 13, 1999, at the opening ceremony of the C.Nakhchivanski Military Lyceum in Nakhchivan:

“The historical achievements, military traditions, literary and artistic heritage, and historical chronicles of the Azerbaijani Army and people have played and will continue to play an exceptional role in the development, formation, and perfection of the military knowledge and skills, as well as the military-patriotic education of our younger generation, including young schoolchildren”²

If the principles expressed by the National Leader are systematically instilled in students, only then can we discuss the military-patriotic education of the growing generation.

Moreover, even among primary school students, there is

² Aliyev, H.Ə. Our Independence is Eternal: [In 46 Volumes] / H. Aliyev. – Baku: Azerneshr. – Vol. 22. – 2007. – 528 pages

considerable interest and inclination toward patriotic education. This sentiment can be enriched by teachers introducing and teaching patriotic-themed poems, fairy tales, songs, essays, drawings, and other similar activities. To effectively implement military-patriotic education, it is essential that students develop comprehensive knowledge about the achievements of the Azerbaijani Army, its glorious victories, the commanders who demonstrated heroism in these achievements, and our National Heroes who heroically sacrificed their lives. This aspect significantly contributes to the relevance of our topic.

It should be noted that various educational institutions in our country have gained experience in military-patriotic education, thanks to the achievements of the Azerbaijani Army. However, despite this progress, it cannot be concluded that research in this field fully meets the modern requirements and educational reforms. There is still a need for a more thorough and comprehensive study of the issue of instilling military-patriotic education in students based on the historical achievements of the Azerbaijani Army.

Several scholars and researchers have studied the issue of military-patriotic education for students. Scholars such as X.Q.Fətəliyev, Ə.Ə.Mustafayev, F.A.Rustəmov, D.G.Guliyev, Y.M.Babanlı, A.N.Gurbani, İ.B.Asgrov, M.Ə.Nasurullayev, Y.Mammedov, F.A.Aliyev, E.S.Aliyev, and others have conducted research on the development of students' military-patriotic education. They have explored ways to address the problem and attempted to achieve certain results. There are also recent dissertation studies on this issue, but they do not specifically focus on the historical achievements of the Azerbaijani Army as a foundation for military-patriotic education. Furthermore, the methods and possibilities for solving this problem have not been thoroughly examined as a research object.

Although books, resources, and articles have been written on military-patriotic education, there is a lack of specific research on how military-patriotic education can be integrated into the historical achievements of the Azerbaijani Army. There are also dissertations related to our research topic, but some were prepared within the

framework of communist ideology. For instance, while X.Q.Fataliyev's dissertation titled "Military-Patriotic Education in Schools" exists, it still requires a modern perspective.

This study investigates the enhancement of students' patriotic sentiments in military and history classes, using historical figures, their military leadership, and the Azerbaijani Army's achievements as examples. The strengthening of military-patriotic education and the showcasing of the Azerbaijani Army's historical achievements through mass events, awareness campaigns, and propaganda efforts aim to ensure the aoral, military, physical, and psychological preparation of students, fostering a strong bond with their homeland. Thus, the relevance of the issue and its insufficient theoretical exploration have determined the selection of this research topic:

“Opportunities and Methods for Utilizing the Historical Achievements of the Azerbaijani Army in the Military-Patriotic Education of Students.

Research subject: The subject of the research is to identify the opportunities and methods of using the achievements of the Azerbaijani Army in the formation of military-patriotic education among schoolchildren.

Research objective: The objective of the research is to develop a systematic and comprehensive approach to military-patriotic education in general education schools by utilizing the historical achievements of the Azerbaijani Army. Additionally, it seeks to determine the opportunities, methods, and means of incorporating these achievements into the teaching process and extracurricular activities.

Research tasks: To achieve the research objective, the following tasks have been set:

- Determine the significance and content of military-patriotic education for schoolchildren.
- Analyze scientific-pedagogical literature on military-patriotic education from the perspective of the research problem.
- Identify how and to what extent the past and present achievements of the Azerbaijani Army can be utilized in the formation of military-patriotic education among schoolchildren.

– Define the opportunities and methods of conducting military-patriotic education activities during both the teaching process and extracurricular events.

– Identify the pedagogical possibilities of using the historical achievements of the Azerbaijani Army in military-patriotic education.

– Summarize the historical contributions of Heydar Aliyev in Azerbaijani army-building within the context of the research topic.

– Determine the effective ways of integrating the Azerbaijani Army's achievements into military-patriotic education during the instructional process and extracurricular activities.

– Develop recommendations based on the research findings regarding the formation of military-patriotic education through the historical achievements of the Azerbaijani Army.

Research methods. To achieve the research objectives and fulfill the set tasks, the following research methods were used:

Theoretical analysis: Scientific-pedagogical literature, textbooks, and teaching materials related to the topic were analyzed. Literature was collected and studied, the criteria for schoolchildren's capabilities were determined, and diagnostic materials were developed accordingly.

Pedagogical observation, interviews, and surveys: To study the problem, data and facts were collected through interviews and surveys with students, parents, teachers, and school administrators. Formation of theoretical and practical conclusions: Different methods were used to reinforce, generalize, and systematize the research hypothesis and findings.

Key propositions for defense: The main propositions put forward for defense summarize the key findings of the research. These findings establish a systematic approach to military-patriotic education for schoolchildren in modern conditions. The key propositions are as follows:

1. The use of materials on the historical achievements of the Azerbaijani Army in schools positively influences the process of students acquiring national, moral, and military knowledge, skills, habits, and values. It helps shape their attitudes toward their homeland, people, native language, and progressive traditions, while

also fostering universal values. These contribute to the formation of strong civic and military-patriotic qualities.

2. Providing historical facts and information from various sources about the Azerbaijani Army's historical achievements during lessons and extracurricular activities significantly impacts the moral development of students, strengthening qualities such as patriotism, military patriotism, and love for the homeland.

3. Utilizing the historical achievements of the Azerbaijani Army serves as a scientific-theoretical foundation for military-patriotic education. Its pedagogical potential has been identified as a crucial factor in the educational process, fostering students who are courageous, possess military knowledge and skills, are resilient, and maintain a strong sense of national pride.

4. The effectiveness of forming schoolchildren's military-patriotic education during the instructional process is closely linked to the content of education, the teaching materials used, and the inclusion of resources on the Azerbaijani Army's historical achievements.

5. Enriching the structure of school subjects, textbooks, and curricula with materials on the Azerbaijani Army's historical achievements aligns with modern society's requirements for military-patriotic education. Efforts in this direction contribute to the development of knowledgeable and skilled citizens with strong military awareness.

The research was conducted in three stages:

Exploratory preparation stage: Preparatory research work was carried out. Philosophical, pedagogical, and socio-pedagogical literature related to the research topic was collected and analyzed. The criteria for school capacities and students' abilities were identified, and diagnostic materials were developed accordingly. Normative legal documents and scientific literature were analyzed, and observations, surveys, and interviews were conducted in secondary schools.

Implementation and Experimentation Stage:

Further study of literature on the topic was conducted.

Key pedagogical conditions for the formation of military-patriotic

education through the achievements of the Azerbaijani Army were determined. The practical implementation of these achievements was tested in teaching and extracurricular activities, and the results were recorded.

Evaluation and Generalization Stage: Theoretical and practical conclusions were formulated. Discussions, surveys, and observations were conducted to assess the effectiveness of the research findings. The research results were generalized and systematized.

Scientific Novelty of the Research

– The theoretical and pedagogical foundations for implementing military-patriotic education through the achievements of the Azerbaijani Army have been developed and substantiated.

– The system for conducting military-patriotic education through the achievements of the Azerbaijani Army has been clarified and its practical implementation justified.

– The military-political victories of the Azerbaijani Army – led by National Leader Heydar Aliyev and the President of the Republic of Azerbaijan, Commander-in-Chief Ilham Aliyev – have been highlighted from the perspective of the research topic.

Theoretical significance: The theoretical significance of the study is based on its relevance, necessity, and importance. The research’s primary scientific objective – studying the opportunities and methods of utilizing the Azerbaijani Army’s achievements in the military-patriotic education of students – is important for the educational process. The findings of this dissertation will enrich military-patriotic education theory and can be used in the development of educational literature, textbooks, and teaching aids.

Practical significance: The practical significance of the research lies in its applicability for school teachers in their daily teaching practice. In particular:

– The application of the study’s theoretical provisions and results will contribute to the success of students’ military-patriotic education.

– Organizing effective military-patriotic education programs using the historical achievements of the Azerbaijani Army will assist teachers, pre-military training instructors, history educators, and

parents.

– The research findings will help teachers acquire new teaching methodologies and encourage them to use real-life military examples to foster patriotic education among students.

Approval and implementation of the research. During the research process, the proposed recommendations and their implementation—as well as the development of a methodology for enhancing military-patriotic education among schoolchildren – have proven beneficial for the teaching staff.

The research results can be used in:

- Developing curricula and textbooks related to military-patriotic education, organizing effective teaching programs, preparing pedagogical staff, future research studies.

The findings of this research have been presented in several national and international conferences and published in 9 scientific articles (including 3 international publications) in journal recommended by the Supreme Attestation Commission under the President of the Republic of Azerbaijan, as well as in 11 conference proceedings (3 of which were international).

Institution where the dissertation was conducted:

The dissertation was conducted between 2018 and 2024 at the “Department of Pedagogy and Psychology” of Nakhchivan State University.

Structure and volume of the dissertation:

The dissertation consists of: 12 pages, 20,421 characters chapter I 45 pages, 85,194 characters chapter II 65 pages, 123,318 characters 3 pages, 5,600 characters references 12 pages, 17,979 characters total volume: 136 pages, 249,606 characters.

MAIN CONTENT OF THE DISSERTATION

In the “**Introduction**” section, the relevance of the topic is justified, the object, subject, objective, and tasks of the research are defined, and the scientific novelty, theoretical and practical significance, and key propositions for defense are presented.

The first chapter of the dissertation, titled “**The Essence and**

Modern Characteristics of Military-Patriotic Education,” consists of three paragraphs. 1.1.“**Problem Statement and History of Research**” this paragraph highlights that scientific-pedagogical literature has addressed various aspects of military-patriotic education. Numerous scientific articles, books, teaching aids, monographs, and dissertations have been published on this topic. However, the increasing attention given to the military-patriotic education of the younger generation in recent years has turned it into one of the most critical and pressing issues of our time.

A review of research on military-patriotic education in Azerbaijan reveals that studies on this subject began in the 1960 s, with initial scientific investigations conducted during that period.

One of the earliest and most valuable studies dedicated to military-patriotic education was conducted by Professor Khalil Fataliyev. In modern times, renowned educators and scholars such as M.H.Agayev, J.A.Mustafayeva, F.A.Aliyev, M.A.Nasurullayev, A.S.Hashimov, İ.İAliyev, N.M.Kazımov, and others have contributed to the education of young Azerbaijanis by teaching military-patriotic values.

It must be acknowledged that for many years, there was a lack of consistent and well-organized training in this field, and there were significant shortcomings in the approach to military-patriotic education. However, after Haydar Aliyev returned to power in 1993, he took decisive measures to eliminate these deficiencies.

Haydar Aliyev referred to Azerbaijani schoolchildren as “the national treasure of Azerbaijan and the future of the Azerbaijani people.” At the First Republican Forum of Azerbaijani Youth, he stated: “*Every Azerbaijani schoolchild must prepare themselves to serve in the army in the future. Military-patriotic education should be a fundamental responsibility of general education schools, youth organizations, and society as a whole.*”³

³ Aliyev, H.Ə. Every Azerbaijani Youth Must Be an Active Builder of Our Independent State. Speech at the First Youth Forum, Xalq newspaper, – Baku: – February 6, 1996, p. 12

X.Q.Fataliyev, in his book “The Theory and Practice of Military-Patriotic Education in Secondary Schools,” examines the pedagogical, philosophical, and psychological aspects of military-patriotic education. He also discusses the objectives, principles, and

I.B. Asgerov, in his work “Fundamentals of Military-Patriotic Education,” discusses the role of Heydar Aliyev in shaping modern military-patriotic education.

M.A. Nasurullayev, in his book “Military-Patriotic Education in Physical Education and Pre-Military Training Lessons,” explores the connection between military-patriotic and physical education

F.A. Aliyev, in his methodological guide “Patriotic Education at the Modern Stage,” examines how schoolchildren can be taught patriotism based on modern historical realities.

M.S. Salamova, in her dissertation “The Use of National Heroes and Karabakh Martyrs as Role Models in the Patriotic Education of Students,” analyzes the influence of Azerbaijani national heroes on students’ patriotic upbringing.

At the first chapter. **“Scientific Foundations, Principles, and Methods of Military-Patriotic Education”** the scientific foundations of military-patriotic education include:

– **Strengthening students sense of national defense and responsibility for protecting Azerbaijan’s independence;**

– **Instilling values of diligence, patriotism, and national identity in schoolchildren** to develop future professionals in military and educational institutions;

– Fostering patriotic citizens who respect the sovereignty, territorial integrity, and military achievements of Azerbaijan.

– “The theoretical and practical foundations of patriotic education are primarily based on the ideas of our classical thinkers regarding patriotism and the defense of the homeland in the struggle for our independence. The great son of our nation, the National Leader Heydar Aliyev, once said: *‘Our common duty is to instill, develop, and promote the feelings of patriotism, loyalty to the homeland, land, and nation, as well as readiness for martyrdom in the name of the homeland. Every patriotic person, every Azerbaijani who loves their nation and people, must strive to ensure that*

Azerbaijan's independence remains permanent and irreversible”⁴

The key principles of military-patriotic education include:

- The principle of national and universal unity;
- The principle of referencing historical military achievements;
- The principle of continuity in military-patriotic education;
- The principle of specificity;
- The principle of goal orientation;
- The principle of military training.

In the military-patriotic education of schoolchildren, methods different from the regular teaching and training process are applied, including demonstrating examples, training, encouraging, motivating, persuading, and presenting models.

Through the methods mentioned above, students are taught qualities such as loyalty to the Azerbaijani army, defense of our lands from foreign invaders, a strong sense of victory, and awareness of our army's achievements. Thanks to the experience of the well-educated pedagogical staff in our modern schools, military-patriotic education instilled in students develops patriotic qualities that prepare them for impeccable service in the army in the future. At the same time, the scientific foundations, methods, and principles of military-patriotic education allow students to utilize these opportunities effectively and at an appropriate level.

In the third paragraph of Chapter I, “The Importance and Characteristics of Military-Patriotic Education in the Modern Era,” the role of Azerbaijan's military achievements in strengthening students' military-patriotic education is discussed. These students rely on and draw inspiration from the rich historical achievements, battle traditions, and literary and artistic heritage of the Azerbaijani people.

Great literary figures of Azerbaijani literature and history, such as Nizami Ganjavi, Mirza Fatali Akhundov, Samad Vurgun, Abbas

⁴ Aliyev, H.Ə. Every Azerbaijani Youth Must Be an Active Builder of Our Independent State. Speech at the First Youth Forum, Xalq newspaper, – Baku: – February 6, 1996, p. 12.

Sahhat, and Mammad Araz, expressed their profound love and reverence for the homeland through their literary art, just as historical national heroes Babak and Koroghlu demonstrated their patriotism through armed struggle.

The 44-day Patriotic War of the 21st century, which remains unforgettable, represents a modern type of Azerbaijani patriotism that does not merely replicate the patriotism of our ancestors but introduces new qualities and characteristics.

During the 100th-anniversary military parade of the Azerbaijani Armed Forces, President of the Republic of Azerbaijan and Commander-in-Chief Ilham Aliyev stated: *“It is necessary to explain and teach the essence and social significance of the unity, actions, and struggle of the Azerbaijani people to schoolchildren, to educate children in the spirit of war participants, to raise them with loyalty to the state and an uncompromising attitude towards the enemy”*.⁵

Today, the historical military achievements of the Azerbaijani army, such as the April 2016 battles, the Tovuz battles of 2020, and the victorious 44-day war, serve as excellent examples for shaping students’ military-patriotic education.

Chapter II: “Effective Ways of Using the Achievements of the Azerbaijani Army in the Military-Patriotic Education of Schoolchildren” this chapter consists of four paragraphs. In the first paragraph, “Heydar Aliyev as the Founder of Modern Military Building in Azerbaijan,” it is stated that Heydar Aliyev laid the foundation of military development in Azerbaijan in the 1970s, and during the years of independence, he played an irreplaceable role in transforming the Azerbaijani army into one of the world’s most modern forces.

When Heydar Aliyev was elected First Secretary of the Central Committee of the Communist Party of Azerbaijan in July 1969, he

⁵ Aliyev, I.H. Speech at the Solemn Military Parade Dedicated to the 100th Anniversary of the Establishment of the Azerbaijani Armed Forces // Respublika, Azərbaycan newspaper, – 2018, June 26, – p. 2

initiated a new phase of military and organizational development in the republic.

One of Heydar Aliyev's significant steps in military organization was the establishment of the J.Nakhchivanski Military School in 1971. The current high level of the Azerbaijani army proves the importance of the work carried out by Heydar Aliyev in the military sector.

The dissertation also examines Heydar Aliyev's contributions to military development during both his first and second terms in power in Azerbaijan, as well as his leadership in the Nakhchivan

Autonomous Republic and his efforts in increasing military potential and enhancing military-patriotic education.

*"As history shows, Heydar Aliyev's policies were continued by President Ilham Aliyev, who prioritized the development of the Azerbaijani army. One of the key objectives was the liberation of the occupied territories and the return of nearly one million internally displaced persons to their homeland"*⁶

Heydar Aliyev always encouraged young people, especially conscripts, to join the army, instilling in them a love for their homeland and their state, and emphasizing the importance of protecting Azerbaijan's territorial integrity. Today, under Commander-in-Chief Ilham Aliyev, the unity of the people, the army, and the leader has become a symbol, reflected in the glorious victory and successes of our armed forces. These aspects are highlighted in the dissertation as significant examples.

“Pedagogical Aspects of Military-Patriotic Education Using the Achievements of the Azerbaijani Army ‘In the second paragraph, the pedagogical aspects of instilling military-patriotic education in students are analyzed and categorized. Many poems, stories, and literary works about the Azerbaijani army are used in the

⁶ Allahverdiyev, P.R. The Role of the Achievements of the Azerbaijani Army During the Years of Independence in the Military-Patriotic Education of Schoolchildren // – Baku: Institute of Education of the Republic of Azerbaijan, Scientific Works, – 2024, Vol. 91, No. 1, – pp. 99-103

“History of Azerbaijan,” “Victory History,” “Literature,” and “Pre-Military Training” courses to provide students with a deep understanding of the country’s military legacy.

The dissertation highlights the importance of teacher-student collaboration in military-patriotic education and analyzes several key aspects, including:

1. Teachers must be well-informed about the achievements, victories, and successes of the Azerbaijani army and should apply high pedagogical skills in their lessons

2. Teachers must instill confidence in students, ensuring that they believe in themselves and their ability to overcome challenges.

Teachers should incorporate motivational examples and references from the Azerbaijani army’s successes into their teaching methods.

3. Teachers should assess each student’s military knowledge, skills, and abilities accurately and tailor their approach accordingly. This requires strong observational skills and competence in pedagogical diagnostics.

4. Teachers should understand students’ psychological characteristics and address any psychological barriers in military-patriotic education.

The third paragraph of the chapter, titled “Methods of Using Materials on the Azerbaijani Army in the Military-Patriotic Education of Students During the Training Process,” states that one of the key directions in shaping students’ military-patriotic education in schools is organizing activities that instill loyalty, confidence, and respect for the battles fought for the liberation of Karabakh. In this regard, strengthening military-patriotic education among students is recommended.

Following the recommendations of Heydar Aliyev, the founder of modern military development in Azerbaijan, the current stage of our developing democratic society emphasizes the need for students to be prepared to safeguard the achievements of the Karabakh battles. In particular, educating students based on the achievements of the Azerbaijani army, fostering their love for an independent Azerbaijan, and instilling in them a deep readiness to take up arms to defend the

successes of the Karabakh battles are considered fundamental tasks. The integration of friendship between military personnel and students has gained significant momentum as one of the primary methods of instilling and enhancing military-patriotic education during the training process. It has been emphasized that the leadership of Heydar Aliyev during his tenure in Azerbaijan, as well as the historic military achievements and army-building efforts under the command of the Victorious Supreme Commander-in-Chief, Ilham Aliyev, have been summarized and incorporated into students' military-patriotic education during the training process.

The fourth paragraph, titled **“Methods of Organizing Military-Patriotic Education During Extracurricular Activities,”** aligns with the research plan by establishing a system for shaping students' military-patriotic education. In addition to academic subjects, the role, significance, and place of extracurricular activities in this field were also identified. Through these activities, students were provided with opportunities to analyze the achievements of the Azerbaijani army, allowing for the observation of military-patriotic education within secondary schools.

As a process of military-patriotic education, extracurricular activities vary in form and purpose. All these aspects—meaning, objectives, and content direction—are structured according to students' interests, age, and level of preparedness. Naturally, no single extracurricular activity format can be equally effective for all age groups. Certain forms of activities may be beneficial only for upper-grade students.

Thus, primary school teachers should not only utilize the opportunities provided by the academic curriculum but also employ extracurricular activities aimed at shaping students' moral values, behavior, actions, and cultural awareness. These activities should be carefully selected to ensure their effectiveness in the upbringing of children .

“Organization of Meetings with War Participants, Veterans, Military Servicemen of the Armed Forces of the Republic of Azerbaijan, and Recently Returned (Wounded) Soldiers; Conducting Meaningful Conversations with the Families of Martyred Soldiers;

Organizing Visits to the Alley of Martyrs and Engaging in Its Maintenance, and Similar Activities.”⁷

This paragraph of the dissertation focuses on enhancing the quality of military-patriotic education among students in secondary educational institutions by emphasizing practical school experiences. Observations, analyses, and question-and-answer sessions were conducted to assess how the acquired knowledge contributes to strengthening students’ military-patriotic spirit.

The conclusions of the research have been summarized as follows, with recommendations provided:

1. Review of Scientific and Pedagogical Literature and Research The analysis of academic literature and previous studies demonstrates that military-patriotic education for students has been explored to a certain extent within the post-Soviet space. These studies primarily focus on the theory and practice of military-patriotic education in secondary educational institutions, the integration of military-patriotic education into various subject curricula, the use of folk pedagogical materials for military-patriotic upbringing, and the organization of military-physical training.

The demands of our time and the study of school practices have shown that investigating the problem of using the historical achievements of the Azerbaijani Army in the more successful organization of students’ military-patriotic education is appropriate.

2. The scientific foundations of military-patriotic education include shaping students’ scientific worldview, fostering a humanistic and democratic spirit, preparing young people who are ready for self-sacrifice for the homeland, and properly organizing the process from a scientific-theoretical perspective to train individuals eager to acquire military skills for national defense.

3. The research determined that the principles of military-patriotic education include: The principle of national identity and

⁷ Allahverdiyev, P.R. The Technology of Organizing Military-Patriotic Education in General Secondary Education Institutions // – Turkey: Academic Journal of History and Thought, – 2023, Vol. 10, Issue 6, – pp. 2782-2789

universal justice; principle of referring to historical experiences in military-patriotic education; The principle of continuity and consistency; The principle of purposefulness; The principle of concreteness.

4. The research established that in modern times, the historical achievements of our army should not only be learned from textbooks, various historical books, and chronicles but also from real-life examples. The recognition of heroes who have demonstrated self-sacrifice for the homeland, direct meetings between students and military personnel, war veterans, and the families of martyrs, as well as the inclusion of these in education, are essential features of modern military-patriotic education.

5. The research process confirmed that in forming students' military-patriotic education, creating awareness about the invaluable contributions of National Leader Heydar Aliyev to modern Azerbaijani military formation has a crucial role. Students must consciously understand that the victories achieved by our army are also based on the military-building policy initiated by Heydar Aliyev during the Soviet period and developed with strategic and tactical plans during the years of independence.

6. The pedagogical possibilities of using the achievements of the Azerbaijani Army in military-patriotic education can include:

Teaching knowledge about our army's achievements in the educational process; Incorporating relevant materials into curricula, textbooks, and teaching aids; Promoting the idea that students' schools, classrooms, and even desks are sacred symbols of our nation's history;

Organizing meetings with military personnel and war heroes; Establishing cooperation with military commissariats and properly organizing joint activities.

Based on these findings, we propose the following recommendations:

1. The Azerbaijani Army's historical achievements should be given a prominent place in school curricula and textbooks. The content should be enriched with historical battle traditions, literary and artistic heritage, and historical chronicles to shape students' understanding of patriotism.

2. Publications and educational materials dedicated to developing military-patriotic education based on the Azerbaijani Army's historical achievements should be prepared and provided for pedagogical use.

3. To promote military-patriotic education based on the army's historical achievements, students should be encouraged to participate in mass media programs, television and radio broadcasts, and publications in the press. These efforts should be supported by teachers, particularly history and pre-military training instructors, parents, and youth organizations.

4. Regular extracurricular activities such as video screenings, military-sports competitions, excursions to war memorial museums, visits to the Martyrs' Alley, and discussions with war veterans and exemplary soldiers should be organized.

5. The following extracurricular activities are considered highly effective in fostering military-patriotic education based on the historical achievements of the Azerbaijani Army:

- Organizing speeches and discussions on military formation, historical achievements, and patriotism in connection with “Victory Day”;

- Commemorating significant military anniversaries (April battles, the 44-day Patriotic War);

- Excursions and marches (Victory Park, Military Trophy Park).

This dissertation's main findings are reflected in the author's published works listed below:

1. Organization, tasks and principles of military-patriotic education in schools // Nakhchivan: Nakhchivan State University, Scientific Works, Humanities series, “Qeyrət”, – 2020. № 1(102), Vol. II, pp. 21–24.

2. Modern methods and means of developing military-patriotic education in schools // Nakhchivan: Nakhchivan Teachers Institute. Curriculum reforms in general education: results and perspectives, “Məktəb”, – 2020, May 21, pp. 269–271.

3. Importance and features of military-patriotic education in the modern era // Nakhchivan: Nakhchivan University, Scientific

Works, “Nuh”, – 2020. № 2(17), pp. 251–256.

4. The essence and modern features of military-patriotic education // Nakhchivan: Nakhchivan Teachers Institute, Scientific Works, “Məktəb”, – 2020. № 1(59), pp. 47–49.

5. Military-patriotic education as a significant part of civic education // Ukraine: iScience. “Aktualnye nauchnye issledovaniya v sovremennom mire” (Journal, Section: Pedagogy), – 2020. Issue 5 (73), Part 7, pp. 6–10.

6. The role of military-patriotic education in the historic victory of the Azerbaijan Army over the enemy // Mingachevir: Mingachevir State University, “Sustainable development strategy: global trends, national experiences and new targets” (conference proceedings), – 2021, December 10–11, Vol. 1, pp. 548–549.

7. Great Leader Heydar Aliyev and the military-patriotic education of school youth // Nakhchivan: Nakhchivan State University, Scientific Works, Humanities series, “Qeyrət”, – 2022. No. 5(118), pp. 121–123.

8. Ways to develop military-patriotic education in secondary and general education schools // Nakhchivan: Nakhchivan Teachers Institute, “Actual issues of teacher training at the modern stage – Achievements and challenges” (conference proceedings, “Məktəb”), – 2022, December 15–16, pp. 237–239.

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and the country's political, socio-economic, and cultural development” (conference proceedings), – 2023. № 1, pp. 36–37.

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14. The role of National Leader Heydar Aliyev in the position of youth in the army // Van TRB2 International Education Sciences Congress, “100 Yılda Eğitim,” Van Yüzüncü Yıl University, Turkey – 2023, pp. 141–152.

15. Liberation of the Karabakh lands from occupation: from our past to our present // Istanbul: VII International Haliç Congress on Multidisciplinary Scientific Research, January 2024, Turkey – 2024, pp. 750–756.

16. The role of the achievements of the Azerbaijan Army during the independence years in the military-patriotic education of schoolchildren // Baku: Institute of Education of the Republic of Azerbaijan, Scientific Works, – 2024. Vol. 91, № 1, pp. 99–103.

17. Allahverdiyev, P. R. Some issues of organizing military-patriotic education in the Nakhchivan Autonomous Republic during the autonomy period // Nakhchivan: Nakhchivan Teachers Institute, “Education in Nakhchivan during the autonomy period: Problems, solutions, perspectives” (Republican scientific conference, “Məktəb”), 2024, March 5, pp. 72–75



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Address: Nakhchivan Autonomous Republic, Nakhchivan City, Heydar Aliyev Avenue 1, AZ 7003, Nakhchivan Teachers' Institute.

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