

**REPUBLIC OF AZERBAIJAN**

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**TEACHING AND EDUCATIONAL ISSUES IN  
“FUYUZAT” JOURNAL**

Specialty: 5804. 01 – General pedagogy, history of pedagogy and education

Science branch: Pedagogy

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**ABSTRACT**

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## GENERAL CHARACTERISTICS OF THE RESEARCH

### **The relevance of the theme and the degree of development.**

The history of education and pedagogical thought play an extremely important role in the achievement, development and attainment of civilization of each nation. Without these factors, the people's forward development is simply impossible. The history of enlightenment, education and pedagogical thought of the Azerbaijani people is also rich in significant events. President of the Republic of Azerbaijan Ilham Aliyev rightly said: "The history of education in Azerbaijan is rich in achievements that each of us is proud of"<sup>1</sup>.

Every nation must study and reveal its past history, culture, literature, socio-political life, as well as its educational and pedagogical heritage, and present it to the present and future generations in order to correctly determine its future path of development. Such an initiative is both a sign of respect for the people's past, the cultural and pedagogical heritage of the past, and the achievements of the past are a model school for the present and future generations, a convenient source of food and nourishment. Therefore, effective steps were taken, valuable studies were implemented and theses and monographs have been written by our pedagogical scientists in this direction since the 30s and 40s of the XX century. In 1977, the program of the course "History of Azerbaijan school and pedagogical thought" was developed, teaching was started at ASPI (now ASPU), tested in Nakhchivan and Tbilisi pedagogical institutes. On the basis of this program, a textbook<sup>1</sup> was later published in Azerbaijani and Russian. The program also envisages teaching the issues of education in the press in the early twentieth century. While "Molla Nasreddin" journal is studied from a pedagogical point of view, "Fuyuzat" journal has not been seriously studied by pedagogues still. So, one of the problems that need to be

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<sup>1</sup>President Ilham Aliyev and the development of education in Azerbaijan (2003-2008). Istanbul. 2008, p. 18

<sup>2</sup> Ahmadov H. History of Azerbaijan school and pedagogical thought. Baku, Science and education, 2016

studied in the history of cultural and pedagogical thought is the issues of education in the journal “Fuyuzat” (1906-1907). “Fuyuzat” journal was published for only one year (November 1, 1906 - November 1, 1907), 32 issues were published. Nevertheless, he left a significant mark on the social, political, literary, cultural, educational and pedagogical environment of Azerbaijan and had a great influence. During the Soviet era, the bourgeois press was declared a reactionary press and its study was banned.

The redactor and ideologue of “Fuyuzat” was the great thinker Ali bey Huseynzadeh. In the history of Azerbaijan and the Turkic peoples, he has unparalleled merits. He is one of the main ideologues of our national statehood, the ideological founder of the color symbols on our flag (“Turkification, Islamization, Modernization”). He has also made invaluable contributions to the democratization of our school, educational and pedagogical life. It is no coincidence that taking into account his services to our people and the Turkic world in general, President of the Republic of Azerbaijan Ilham Aliyev signed a decree on January 21, 2014 to celebrate the 150th anniversary of the great thinker<sup>1</sup>. The “fuyuzatists” gathered around the light of Ali Bey Huseynzade's ideology and ideas soon gained a reputation as a banner of ideas in the vast geography of both Azerbaijan and the Turkic-speaking peoples, and played an invaluable role in the upbringing, awakening, national self-awareness, modernization, renaissance and progress of Muslim Turks in the new era.

“Fuyuzatists” have done a lot to modernize and democratize the life of our people, education, schooling, training and education. Employees of the journal worked hard to adapt the pedagogical environment, educational work to the requirements of modern times. In this sense, together with the “Molla Nasreddinists” and the enlighteners, they were at the forefront of the Azerbaijani intellectual elite and enlighteners. The articles published in the journal on enlightenment caused a wide reaction in the socio-cultural

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<sup>1</sup> Order of the President of the Republic of Azerbaijan on holding the 150th anniversary of Ali bey Huseynzade. "People's newspaper" January 21, 2014

environment and attracted attention with their influential reputation. To this extent it played the role of a great educational and pedagogical tribune. In several senses, it is important to study and reveal the role of educational issues in the journal “Fuyuzat”, the role of the journal in the democratization of pedagogical life and educational environment in Azerbaijan: 1) it is a sign of respect for our cultural and pedagogical iris, as well as for the services of the “Fuyuzat” who played a great role in the national renaissance and progress of our people; 2) aims to better understand the pedagogical events, school and educational life of the XIX-XX centuries, characterized as an epoch of national renaissance; 3) helps to follow the way of development of our educational history objectively; 4) along with the socio-political aspects of the movement that led to the establishment of the first democratic republic in the East in 1918, it also reveals its connection with the enlightenment-pedagogical process and the ideas of national education; 5) the path of national revival and progress of the people passes through new types of schools and educational institutions; 6) the works done by the “Fuyuzat” in the field of education and upbringing is an instructive example for today and future generations. Therefore, the objectives of science, education, upbringing and upbringing had a special place in their program. This work was an important line both in their ideological set and in their practical activities. The study of this line allows us to fully and comprehensively understand the pedagogical thought of Azerbaijan during the national renaissance, the ideology of enlightenment, the work done for the democratization and development of education.

During the independence period, the Azerbaijani scientific community became interested in studying the journal from various aspects, and effective work was done in this direction. S.Valiyev, A.Aliyeva wrote a thesis related to the journal, A.Mirahmadov, Y.Garayev, K.Talibzade, T.Kocharli, K.Mammadov, N.Jafarov, I.Habibbeyli, A.Guliyev, K.V.Narimanoghlu, A.Taghiyev, I.Aghayev, A.Turan, S.Mammadli, V.Sultanli, Z.Asgarli, Y.Gojayeva and O.Bayramli wrote valuable press articles.

Considering the exceptional role and importance of the journal in the history of literary-cultural, socio-political, enlightenment-pedagogical thought, it was translated from the Arabic alphabet into the Latin alphabet and published in 2007 as a complete set of 32 issues.<sup>1</sup> An extensive preamble was also written by O.Bayramli. Scientific conferences, anniversary evenings and others were held at various times in connection with the journal.

However, it must be acknowledged that all the study and work done belongs to philologists. Philologists have published a lot of study on the journal, and this work continues. However, the journal has had a significant impact on the development of pedagogical thought in Azerbaijan, the nationalization and development of education and upbringing, as well as the democratization of the educational environment. Therefore, there is a need to study the collection from a pedagogical point of view. Unfortunately, there is a significant gap in our pedagogical science in this area. So, we decided to compile a thesis on this topic to fill that gap.

**The object of the research** is the development of pedagogical thought in Azerbaijan at the beginning of the 20th century.

**The subject of the research** is the role of the journal “Fuyuzat” in the development of pedagogical thought in Azerbaijan and the educational activities of fuyuzatists.

**The purpose of the research** is to study the role of “Fuyuzat” journal and “fuyuzatists” in the rise of the enlightenment-pedagogical movement in Azerbaijan in the early twentieth century, the democratization of the educational process and pedagogical thought, the acquisition of modern content, the development of national educational theory. consists of revealing.

**Tasks of the research** are as follows:

- To reveal the life and enlightenment activity of Ali bey Huseynzade, the publisher and chief ideologue of “Fuyuzat” journal,

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<sup>1</sup>“Füyuzat” journal, (1906-1907). Full text. (Translator from the Arabic alphabet to the Latin alphabet, prepared for publication and author of the preamble: Bayramli O.) Reprint - Baku: Chashioghlu, 2007, 672 p.

the impact of his ideas and activities on the pedagogical environment and thought of Azerbaijan;

- To reveal the role of “fuyuzatists” in the enrichment of enlightenment and pedagogical thought in Azerbaijan, in the democratization of the educational process, in the development of a new content;

- To systematize the views and views of “fuyuzatists” on a new type of school, the content of education, teaching aids, education of the younger generation;

- To determine the position, opinions and conclusions of “fuyuzatists” about their mother tongue and its teaching;

- To analyze the activities of “fuyuzatists” in connection with the II Congress of Azerbaijani (Muslim) teachers;

- To interpret on the views of “fuyuzatists” on the role of religion, social environment, family and women's education in education;

- To reveal the theoretical and practical work of “fuyuzatists” on the education of national self-consciousness, patriotism and freedom of “fuyuzatists”;

- To analyze the views of “fuyuzatists” on morality, mentality, humanism, internationalism, labor and physical education;

The methodological basis of the study is a set of principles, methods, tools and theoretical provisions used to study, understand and change pedagogical facts, events and processes.

**Research methods:** theoretical, historical-comparative analysis, study of scientific-pedagogical and archival materials.

**Basic provisions for defense:**

- The socio-political, scientific-cultural and pedagogical environment conditioned the development of the pedagogical movement in Azerbaijan in the early twentieth century.

- At the beginning of the 20th century, the journal “Fuyuzat” and “fuyuzatists” had a significant impact on the development of the enlightenment and pedagogical movement in Azerbaijan in a new direction, new content and essence.

- Ali Bey Huseynzade and the so-called “grandfathers of Turkism” and “fuyuzatists” have made an exceptional contribution to the

awakening of the Turkish national-ethnic consciousness, the formation of the ideology of national statehood and the establishment of the Azerbaijan Democratic Republic.

- “fuyuzatists” considered secular schools, new teaching methods, textbooks with national content, democratization of education, and teachers with national spirit to be the most important factors of national revival and progress.

- “Molla Nasreddinists” approached the native language, its teaching and place in the educational front, propaganda and teaching from the position of “Azerbaijanism” and “fuyuzatists” from the position of “Turanism” and all-Turkic geography.

- The basis of the concept of “fuyuzatists” to cultivate “Turkish-blooded, Islamic, farang-looking” citizens is mental, moral, ethical-aesthetic, spiritual, labor, physical, national self-consciousness, patriotism, independence, humanity, national pride, internationalism and religious education.

- “fuyuzatists” took the most correct position on the teaching of religious and secular sciences, considering both important.

**Scientific novelty of the research.** The role of “Fuyuzat” journal and “fuyuzatists” in the rise of the enlightenment-pedagogical movement in Azerbaijan in the early twentieth century, humanization and democratization of the educational process, acquisition of modern content, development of the theory of national education is studied comparatively. type school, content of education, means of education, mother tongue and its teaching, religion, social environment, national self-consciousness, patriotism, freedom, morality, mental, humanism, internationalism, labor and physical education are systematized.

**Theoretical significance of the research.** Such research, first of all, describes the educational events and processes that took place in the XIX-XX centuries, characterized as an epoch of national renaissance in the history of our people, the work done in the field of education, the struggle for democratization and modernization of education. allows for better understanding. It helps to study more deeply the socio-cultural and pedagogical environment of that period,



the theory of education, the sphere of education, to enrich our history of education and pedagogical thought with new research materials. At the same time, it opens up perspectives for exploring new details and aspects of the work done by “fuyuzatists” in the field of education and pedagogy.

**Practical significance of the study.** The results of the research can be used in the preparation of the “Anthology of pedagogical thought in Azerbaijan”, the textbook “History of school and pedagogical thought in Azerbaijan”, lectures and seminars on the history and theory of pedagogy in universities. The thesis is also important for enriching our educational and cultural history.

**Approbation and application of the research.** The main content of the dissertation was discussed at the scientific seminars held at the Department of Pedagogy of Primary Education of ASPU, ASPU and the Institute of Education. 1 monograph on the thesis **11 articles** in journals recommended by the Supreme Attestation Commission under the President of the Republic of Azerbaijan **3** themes published in the materials of international and national conferences were published.

The dissertation consists of an introduction, three chapters, a conclusion and a list of references.

**Personal contribution of the applicant.** Revealing the role of the journal “Fuyuzat” in the development of pedagogical thought in Azerbaijan at the beginning of the twentieth century, generalization of the influence of physiotherapists on the development of pedagogical theory can be considered the author's personal contribution.

**The structure of the dissertation.** The thesis consists of an introduction (16131 characters), three chapters (367690 characters), a conclusion (10631 characters) and a list of references (25469 characters).

## MAIN CONTENT OF THE RESEARCH

In “**Introduction**”, the relevance of the research is justified, its purpose, tasks, scientific novelty, theoretical and practical importance, the provisions presented to the defense are given.

The first chapter of the dissertation is identified as “*Fuyuzat*” *journal and its role in the democratization of the socio-cultural and pedagogical environment in Azerbaijan*”. The first sub-chapter dedicated to “*Life and enlightenment activity of Ali bey Huseynzade*” provides detailed information about the life and work of Ali bey Huseynzade. Ali bey Huseynzade was born on February 24, 1864 in Salyan city. At the personal request of Akhund Ahmad to the Caucasian deputy, in 1875, Ali bey was admitted to the 1<sup>st</sup> classical gymnasium in Tbilisi and studied at the expense of the state. He lived in the dormitory of the gymnasium and was provided with daily food. From 1885 to 1889 he studied at the Faculty of Physics and Mathematics of St. Petersburg University. From 1889 to 1895 he studied at the Military Medical School in Istanbul. From 1895 to 1897 he worked as a dermatologist at the Heydarpasha military hospital. During the Turkish-Greek war in 1897-1900, he was called to the front as a doctor. In 1900, he returned from the front and was admitted to the Military Medical School as an assistant professor. In 1901-1902, he co-authored an encyclopedic medical dictionary with Prof. K.Berksoy and co-authored a book “Cholera and microbes” with M.Rafibey, .

He decided to come to the Caucasus in 1903 and came to Baku the same year. The Baku (Caucasus) period of A.Huseynzade's life (1903-1910) was extremely complicated, but hot, efficient and productive. On June 7, 1905, the “Hayat” newspaper was published in the Azerbaijani language in Baku. The publishers and editors of the newspaper were A.Huseynzadeh and A.Aghayev. In mid-June 1906, Ali bey had to take over the editorship of the Russian-language newspaper “Kaspi”. In 1906-1907, A. Huseynzadeh published the journal “Fuyuzat”. The founder of the journal was mes-senant HZ Tagiyev. A.Huseynzadeh, who has extensive educational activities in Baku, made a report on “Literature” at the First Congress of Muslim

(Azerbaijani) teachers. In 1908-1910, Ali bey was a teacher and even a principal at the school founded by the “Happiness” charity society in Baku. In 1910, A.Huseynzade returned to Istanbul. Until 1926, he worked as a teacher at the medical faculty of Heydarpasha Military Hospital. Ali Bey got married in 1912 at the age of 48.

The first Turkological Congress was held in Baku in February-March, 1926 (February 26-March 6). A number of famous and influential Turkologists of that time took part in the congress. Only three people from Turkey were invited to this great scientific and social event: A.Huseynzade, F.Koprulu and Y.Messarosh. At the congress, A. Huseynzade was elected to the honorary presidium consisting of 6 people. A. Huseynzade, who resigned as a professor of Heydarpasha Military Hospital in 1933, died on March 17, 1940 in Istanbul. Called the “grandfather of Turkism”, this great man devoted his entire meaningful life to the national renaissance and revival of the Turkic peoples, including the Azerbaijani Turks to whom they belonged, propaganda, agitation and struggle for their freedom and independence. He has an exceptional contribution to the awakening of the Turkish national-ethnic consciousness, to the establishment of the ADR as an ideologue, a man of unique ideas and deeds.

The second sub-chapter of the chapter ***“The role of” Fuyuzat “journal in the democratization of the educational process and pedagogical thought in Azerbaijan”*** is about “Fuyuzat” journal is one of the most important literary, cultural, educational, social and ideological events in the history of modern Azerbaijan. “Fuyuzat” journal is of great importance in the life of statehood of our people, in the solution of its historical destiny, in the formation of social, political, literary, cultural, pedagogical, enlightenment thoughts in a positive direction. These ideologies, ideas and themes play the role of a national-ideological compass for the state and the people to correctly determine the direction of their development in the new era. “Fuyuzat” is a monument of ideas and words created by the demands of the time. Prominent scientist A. Mirahmadov rightly notes: “It is difficult to imagine our twentieth-century literature not only without “Molla Nasreddin”, but also without “Fuyuzat”. In fact, it is

“difficult” to imagine not only our twentieth-century literature, but also our social, political, legal, philosophical, enlightenment and pedagogical, and finally national statehood and ideological thinking without these two journals. Certainly, “Fuyuzat” is a masterpiece of Ali bey Huseynzade.

“Fuyuzat” collection is in the treasury of historical and cultural heritage of our people, as well as it is considered one of the masterpieces in Huseynzade's activity and creativity. He undertook a large-scale, multifaceted mission to awaken the people and prepare them for the future struggle. He was able to gather an elite and patriotic intelligentsia around the journal. H.Zardabi, M.Hadi, M.A.Sabir, A.Sahhat, H.Javid, M.A.Rasulzade, A.Sur, A.Shaig, A.Kamal, A.Y.Talibzade, A.Jovdat, R.M.Akram, Nigar khanum, H.S.Ayvazov, X.Z.Ushshagizade, I.T.Musayev, S.Salmasi, M.H.Gudsi and others were among those intellectuals. At the same time, its distribution and geography of influence went beyond the borders of Azerbaijan. It also gained prestige among other Turkic-speaking peoples.

“Fuyuzatists” began with the idea of creating self-confidence in the children of the homeland, in a broad sense, the mission of education, inspiration, the element of service to the national awakening and renaissance. It was the main objective of the “fuyuzatists” in the struggle for national progress, happy future, freedom and independence. The main direction of their national renaissance and progress program was the acquisition of education and science. It was also argued that education and science should be of the European type. The recommendation to train the necessary specialists in every field (science, economy, industry, economy, trade, pedagogical environment, culture) for the survival, comprehensive development and dominance of the people was one of the main places in the theoretical propaganda of the “fuyuzatists”. They considered the press to be one of the most important platforms for education and propaganda, and tried to make the most of the influence of works of art.

In a short period of time, “Fuyuzat” left a deep mark on the social, political, literary, cultural and pedagogical environment of Azerbaijan and created a well-founded school. Propaganda and agitation work in the direction of “Turkification, Islamization, Europeanization” has expanded.

The second chapter of the thesis identified as **“Educational issues in the journal” Fuyuzat**. *The first half of the chapter “Opinions of “Fuyuzatists” on the new school and education of the younger generation”* is about the issues of education of the growing generation were the main focus of “Fuyuzatists” action and movement program. They considered education to be the most important factor in national revival and progress. They also approached the problem as a whole, that is, considering all its attributes and parameters. The results of the “fuyuzatists” seeking to answer the question “What is needed for training?” before answering the question “How should the training be conducted?” seeking to answer the question served to democratize education: a modern school, a knowledgeable, educated teacher who understands the atmosphere of the new era, new and healthy textbooks and teaching aids, modern sources of content, reading materials and pedagogical press. These were the main pedagogical problems of the early twentieth century for all educators. “Fuyuzatists” considered the new schools (modern methods) to be the first sacred temple of the enlightenment movement. The idea “modern life of “Fuyuzatists” begins with a modern school” is propagated and issues of school, teacher and his personality, teaching organization are underlined by Mohammad Hadi Abdussalimzade in “Darulmalulin in Germany” (1906, №3), “Cultural Period” (1907, №13), “Educational methods in America” (1907, №25) ; Hasan Sabri Ayvazov in “Children education issues” (1907, №13) ; “Progressive monuments in China” (1907, №13) ; Gari ibn Tajaddin in “Hope” (1907, №15) ; Ahmad Kamal in “Bulgaria” (1907, №19), “Proof of mistake” (1907, №23).

“Fuyuzat” staff rely on the experience of European countries, as well as advanced countries such as the United States and Japan, and the success of education systems in the struggle for the

realization of the idea of modern schools and education. According to “Fuyuzatists”, the most important subject of the new type of school is the teacher. There may be a favorable socio-pedagogical environment, a good classroom, a good program, textbooks and teaching aids. But without a good teacher, they are useless. It can not lead to any effective result. That is why the staff of the journal paid attention to the idea of a “modern teacher” in parallel with the idea of a modern school and training.

“Fuyuzatists” considered new types of textbooks, teaching and methodological aids as important components of the new type of school. They understood that a textbook with sound content and modern pedagogical requirements is one of the important attributes of a modern educational environment. They encouraged progressive, nationalist and competent teachers, as well as the progressive pedagogical community to take the necessary steps in this direction. They are fighting for the establishment of European-style educational institutions, the establishment and development of national schools. They want to see educated, patriotic, patriotic teachers who have modern sciences and pedagogical knowledge, who are selfless in their profession. It is necessary to teach in schools on the basis of modern principles. They promote the healthy spirit and modern content of the teaching and methodological materials taught as an important attribute of education, and encourage progressive intellectuals to make efforts in this direction. One of the current problems of the day is to provide students with extracurricular reading materials, reading books, various types of science and art works in the content required by the new cultural and pedagogical environment. They call on national ideological intellectuals to mobilize in this direction.

The second half of the thesis is identified as “*About the native language of “Fuyuzatists” and its teaching*”. In the early twentieth century, the teaching of the mother tongue was one of the main pedagogical problems.

No matter how serious “Fuyuzatists” were about teaching their mother tongue and opening schools in their mother tongue, they

faced opposition from chauvinist tsarist politicians at every step in this matter. “Fuyuzatists” approached the native language, its teaching and place in the field of education, propaganda and teaching from the standpoint of “Turanism” and all-Turkic geography. Other progressive enlighteners (Molla Nasreddin) looked at this issue in the context of “Azerbaijanism”. But the ultimate objective, ideal and objective of both fronts was the freedom of the homeland, the enlightenment of the nation, freedom and independence.

One of the issues of concern to “Fuyuzatists” was the confusing, irregular and distorted rules of the language. They see that the instability of spelling, grammar and stylistic rules in Turkic languages, including Azerbaijani Turkish, creates fundamental difficulties and obstacles both in teaching and in the writing of literary and scientific works, publish articles explaining to readers a number of “grammatical” (phonetic, grammatical) rules.

The third paragraph of the chapter “*Fuyuzat*” journal and the II Congress of Azerbaijani Teachers” defines the place and role of the I and II Congresses of Muslim teachers in the development of educational and pedagogical thought in Azerbaijan. The pedagogical problems initiated at the congresses are brought to attention. Fuyuzat journal is a valuable source in terms of studying the progress of the Second Congress of Azerbaijani Teachers and the problems discussed. If we take into account that the transcript of that congress has not been published yet, then the significance of the articles in the journal will become clearer.

Thus, “Fuyuzatists” took an active part in the existing social, political, literary and cultural events, as well as paid attention to the issues of education and the pedagogical process in the environment. The detailed description of the whole course of the II Azerbaijan Teachers' Congress in the pages of the journal is a clear proof of this.

The third chapter of the thesis is identified as “**Educational issues in “Fuyuzat” journal**”. In the first half of the chapter “*Fuyuzatists*” on family education and the role of the social environment in education” the views of “Fuyuzatists” on family education are analyzed and studied. They wanted to see the

Azerbaijani family in a healthy, modern outlook, with exemplary moral and human qualities. They insisted that worthy children and citizens could grow up only in such families. To this extent, “Fuyuzatists” also defended the position of the democratic enlighteners of Azerbaijan, voted for them. Important articles by Hasan Sabri Ayvazov “Life - our family and members”<sup>1</sup>, Ismayil Haggi “Parent's hugging, or the first upbringing”<sup>2</sup> dedicated to family upbringing were published in the pages of “Fuyuzat”.

As of “Fuyuzatists”, the educational environment in Muslim families should be completely renewed and built on new progressive foundations. Otherwise, it is impossible to train citizens who can benefit the country and the people, as well as the family itself. The author invites his fathers back to the path.

“Fuyuzatists” also paid attention to the role of the social environment in education. They also tried to explain to the public that there is a need to create a healthy social environment for the healthy education of citizens. Regarding to education and the social environment, “Fuyuzatists” were more likely to compare the West with the East. In Western countries, social reality was said to be more suitable and conducive to normal upbringing. The main reason for this was in school, education and science. Therefore, they considered education and school to be the main means of educating the society as a whole in a positive way.

The second paragraph of the chapter “*Fuyuzatists*” on women's education” analyzes and studies the views of “Fuyuzatists” on women's education and upbringing. M.Shahtakhtli's article describing the plight of women in the Islamic world is analyzed<sup>3</sup>.

A.Huseynzade also underline the issue of women's education in his letter “Political opportunity”. Explains the tragedies of the centuries-old humiliation and lawlessness faced by women in the

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<sup>1</sup> "Fuyuzat" journal, (1906-1907). Full text. (Translator from the Arabic alphabet to the Latin alphabet, prepared for publication and author of the preamble: Bayramli O.) Reprint - Baku: Chashioghlu, 2007, p.155

<sup>2</sup> Also there, p. 272

<sup>3</sup> Shahtakhtli M. Selected works. Baku: Chashioghlu, 2006, p. 47



Islamic world through the example of Iranian women<sup>1</sup>. Calling to open educational institutions for women, A.Huseynzade considers it an extremely important condition for the rise of the Islamic world. In the article “Green lights in the red darkness”, Ali bey also touches on the issue of women and their role in society<sup>2</sup>. The ideologue likens revolution to “red” and reaction to “darkness”, also notes there is a fierce struggle between them today. By him the positive intellectuals and thinkers in the society, and the national enlighteners called as “green lights”. In “Fuyuzat” such works as “Femininity and the importance of women” (1907, №25), “Victims of slavery” (1907, №17), “Why did we become like this?” (1907, №15) of Hasan Sabri Ayvazov, “Proof of mistake” of A.Kamal, “Hissiyyati-madarana or feelings of childbearing” (1906, №4) of M.Hadi, “To Ladies” (1907, №24) of Azad, “I knew a girl” (1907, №25) of Abdullhag Mehrannisa khanum found a place.

The third paragraph of the chapter identified as “*Fuyuzatists*” on religious education” is about that “fuyuzatists” were supporters of religious education based on new views, a sound foundation, a system of true faith. A.Huseynzade program of national self-affirmation, renaissance, progress and survival is based on the formula of the triad. “Turkification, Islamization, Europeanization” are the three main pillars of this triad. The main objective of “fuyuzatists” was to educate “Turkish-blooded, Islamic-minded, firang-like” citizens. An important aspect of their propaganda and upbringing was based on the idea of “Islamization.” The concept of religious education of “fuyuzatists” was based on clear and transparent logic. Therefore, the theory of religious education of “fuyuzatists” had an exhaustive and progressive conceptual effect.

One of the problems that concerned the enlighteners of Azerbaijan during the national renaissance was the issue of “secular sciences” and “religious science”. “Fuyuzatists” spoke from the

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<sup>1</sup> Huseynzade Ali bey. Selected works. Baku: East-West, 2007, p. 357

<sup>2</sup> “Fuyuzat” journal, (1906-1907). Full text. (Translator from the Arabic alphabet to the Latin alphabet, prepared for publication and author of the preamble: Bayramli O.) Reprint - Baku: Chashioghlu, 2007, p.70

position of A.Huseynzade regarding the teaching of religious and secular sciences. A.Huseynzade said that we need secular sciences as much as we need religious sciences.

Thus, religious education was one of the main lines in the national awakening and development program of “fuyuzatists”. Rather, religious education was part of the process of “Turkification, Islamization, Europeanization” defined by A.Huseynzade as a national-ideological slogan.

The fourth paragraph of the chapter *“About the education of national self-consciousness, patriotism and freedom”* is about that in the early twentieth century, “fuyuzatists” in the understanding of our national identity, the restoration of ethnic memory, the people not only in character provided invaluable services in introducing themselves from the point of view. “Fuyuzatists”, led by A.Huseynzade, implemented the education of national self-consciousness in the context of “Turkism” and “Turanism”.

The first fundamental work dedicated to Turkism and the problem of national self-consciousness in the socio-political and cultural-educational environment of Azerbaijan is a work of A.Huseynzade “Who are the Turks and who they consist of?”.

One of the main intentions of “fuyuzatists” in the restoration of national memory was to create national pride and self-confidence in the people. To this end, they recall the glorious events, victories, empires they created, powerful states, great personalities, their contributions to mankind from the historical past of the Turkic peoples, their talents and abilities. In other words, “fuyuzatists” tried to reconcile the restoration of national pride with the education of national self-awareness. They understood that it was impossible to motivate the people to fight for national freedom, liberty and independence without creating a sense of national pride. Therefore, the pages of “Fuyuzat” often included articles on the history, culture, influential personalities of the Turkic peoples, and the fact that their talents and abilities are not inferior to those of other nations.

The national self-consciousness and national fanaticism of “fuyuzatists” unite them with the idea of patriotism, love for the

motherland and the native land. Therefore, in the national arena, they implemented a serious campaign in the direction of patriotic education. Their national objective, national thinking and love, ideology of patriotism are united with the ideal of freedom and become a whole concept of education. “Fuyuzatists” played an important role in spreading the ideal of freedom in the national arena, in mobilizing the masses in the struggle for the ideas of national independence and freedom.

The fifth paragraph of the chapter identified as *“On the education of morality, mentality, humanism and internationalism”* analyzes and studies the views of “fuyuzatists” on the education of morality, mentality, humanism and internationalism. One of the main articles included in the code of education of “fuyuzatists” is the education of humanism. If we express the theoretical foundations of their humanistic upbringing in a concise formula, we can conclude that man is obliged to love every human being and every creature created by God. What is the salvation and escape of mankind? “fuyuzatists” answered this thought-provoking and relevant question as follows: Salvation it’s love!.

M.Hadi was one of the staff of “Fuyuzat” journal who paid attention to the topic of humanism and spoke on this topic with his educational works. Article “What is happiness?” (1907, №24), “Amazement or an Angel's Address to the People” (1906, №1), “Book is Life” (1906, №3), “Sensitive Poet” (1906, №6), “Virtue-Humanity” (1907, №9) works and other poems wrote by him dedicated to the theme of humanism.

The principles of humanism of the “Fuyuzat” are united with the mission of internationalism. In the ideology of “Fuyuzat”, respect and care were expressed to everyone, regardless of religion, race, sex or nationality. In the education of internationalism, “fuyuzatists” acted as the founders of freedom and equality, rights and law of all nations. Their idea and upbringing were duly continued by the national intellectuals and leaders of the next period.

The last paragraph of the chapter identified as *“On labor and physical education of “fuyuzatists”* argues that the provisions

included in the national education program of “fuyuzatists” were multifaceted and multifaceted. They had an exhaustive scientific concept of labor and physical education of the rising generation. The idea that “a healthy body has a healthy mind” was the basis of their idea of physical education. They appreciated the role of labor and physical education in the upbringing of a healthy and dignified generation. It means healthy individuals, healthy society. The prosperity, progress, well-being and happiness of a society, of course, depend on the members of a healthy society.

Summarizing the above, it may led the following conclusions:

1. The beginning of the twentieth century is characterized as an epoch of national renaissance in the historical development of the Azerbaijani people. This period attracts attention with its rich, interesting, complex socio-political, historical, economic, literary-cultural, enlightenment and pedagogical events. Significant innovations are noticeable in the national-cultural life. The national thought, the national ideology, the ideal of national salvation sprouts and reaches a full ideological level. A generation of democratically-minded, militant and self-sacrificing intellectuals is growing up who think about the fate of the country and the people. They facilitate the national renaissance and development.

2. The “modern-method” movement, which began in the 70s and 80s of the XIX century, innovates in school and educational life in the early twentieth century, diversifies, enriches with progressive events, acquires a more capacious nature, becomes a fundamental factor in the path of national progress.

3. At the beginning of the twentieth century, three important tendencies manifested themselves in the literary-cultural, social-pedagogical life and enlightenment movement: 1. “Fuyuzatists”; 2. “Molla Nasreddinists”; 3. Enlighteners operating outside these two tendencies. Although they had different tactics, the ultimate goal and strategic goal of all three tendencies were the same: to ensure the comprehensive awakening and development of the people, to prepare the masses for national struggle, freedom and independence through education, enlightenment and upbringing. To mobilize the people

and the country in the struggle for freedom and independence and to turn those ideals into reality in the future.

4. At the beginning of the twentieth century, “fuyuzatists” played an irreplaceable role in the national spiritual and cultural revival of our people, in the socio-political awakening, in the democratization of school and educational life, in the education of citizens in the new spirit.

5. The redactor of Fuyuzat journal and the main ideologue was the great thinker Ali bey Huseynzade. The ideological and ideological direction of the journal was formed on the basis of its ideas. “Fuyuzatists” united around these ideas.

6. Ali bey Huseynzade lived a rich, productive life, which was useful for his people and homeland, as well as for the whole Turkic world. His way of life, activity, and great deeds are an exemplary example for the present and future generations. Ali bey Huseynzade, known as an artist, journalist, politician, ideologue, poet, public figure and others, is also a great educator, teacher and pedagogue.

8. The journal “Fuyuzat” (1906-1907) played an extremely important role in the socio-political, literary, cultural, pedagogical life of our people and the rise of the enlightenment movement, the democratization of the socio-pedagogical environment, the spread of progressive educational ideas. He played an invaluable role in the upbringing of an entire generation of intellectuals, in the acquisition of the ideals of freedom, independence and sovereignty of our people.

9. “Fuyuzatists” consider the acquisition of modern science, enlightenment and education by the younger generation in the national geography to be the first and most important problem on the path of national progress, and they are selflessly fighting for the realization of this idea, tried to provide educational institutions with modern textbooks, teaching aids, teaching materials, textbooks. National schools were considered an important means of national progress.

10. “Fuyuzatists” paid special attention to the development of the mother tongue and its teaching in schools in the national literary,

cultural and pedagogical life. Russian-language schools in the national space demand care and attention to the mother tongue, and at the same time actively propagandize for the opening of new educational institutions in the national language, explaining to the public its necessity.

11. “Fuyuzatists” tried to explain to the general public the role of educational media such as fiction, national press, national theater and etc. in national progress.

12. One of the media outlets supporting the Second Congress of Azerbaijani (Muslim) Teachers in Baku in the summer of 1907 was Fuyuzat journal. It was the only media outlet to publish a series of articles on the proceedings of the congress, covering all its meetings from the first day to the end of the congress.

13. “Fuyuzatists” paid special attention to the education of the growing generation and citizens in a broad sense. The multifaceted education code was a necessary direction in their national development program.

14. In addition to school, they paid special attention to the role of the family and the social environment in education, and explained to the general public that parents and society have a serious responsibility to raise a decent citizen. Efforts were made to educate the public and parents on this important issue.

15. “Fuyuzatists” considered the education and upbringing of women and mothers as an important condition for national progress and the rise of society. In the Muslim East, where women are illiterate, disenfranchised, uneducated, enslaved, and left out of education and upbringing, this was considered an urgent task.

16. “Fuyuzat” education code also included religious education. They considered it important to train Islamic citizens. According to Ali Bey, the goal of “fuyuzatists” was to bring up citizens of Turkish blood, Islamic faith, and farang appearance. However, in addition to religious sciences, they considered it necessary to teach secular sciences in schools. It was said that without it, development and “viability” (H.Zardabi), as normal life, would be impossible in the modern world.

17. The concept of national education of “fuyuzatists” included the education of national self-consciousness, patriotism and freedom. “Turkification” is the first phase of A. Huseynzade's national-ideological formula based on the principle of triad. According to the main ideologue, if the people do not understand their national identity and genetic origin, then it is impossible to create a sense of national faith, national pride, national honor, national dignity, national prejudice and, finally, national independence. It is awkward to instill in him a sense of patriotism and independence.

18. “Fuyuzat” staff considered the growth of citizens morally rich and perfect, mentally educated, intellectual, erudite, physically healthy and hardworking as one of the main factors of education. They also carried out the necessary propaganda work in the direction of educating humanism and internationalism.

Considering the exceptional role of “Fuyuzat” journal in our history of pedagogical thought and enlightenment, national renaissance and evolution, democratization of education and upbringing, we consider it important to implement the following proposals:

1. To include detailed information about the redactor and ideologue of “Fuyuzat” journal A.Huseynzade among the prominent personalities taught on the subject “History of Azerbaijan school and pedagogical thought”.
2. To provide free and graduation work topics to bachelors and dissertation topics to undergraduates in teaching specialties related to the educational activity of “Fuyuzat” journal and “fuyuzatists”.
3. There are many pedagogical and educational articles in Fuyuzat journal that have not yet been transliterated and published. Collecting and publishing these works in a separate book would be an important task in studying the history of our pedagogical thought.
4. Establishment of a student scholarship named after A.Huseynzade in universities would be a sign of respect for “fuyuzatists”.

The main content of the research is reflected in the following *scientific articles*:

1. “Fuyuzat” jurnalında təhsil-tərbiyə məsələləri. Monoqrafiya. Bakı: Elm və təhsil, 2018, 216 s.
2. “Fuyuzat”çılar milli özünüdərək və vətənpərvərlik tərbiyəsi haqqında //Azərbaycan Dövlət Pedaqoji Universiteti. Tarix, insan və cəmiyyət, 2018. №1(20), s. 114-120
3. “Fuyuzat” jurnalında əmək və fiziki tərbiyə məsələləri //Pedaqoji Universitenin Xəbərləri, 2018. C66, №1, s. 284-290
4. Azərbaycan pedaqoji fikrin inkişafında Əli bəy Hüseynzadənin redaktoru olduğu “Fuyuzat” jurnalının rolu /”Əbdül Əlizadə: ənənəvi təhsildən təfəkkür məktəbinə” mövzusunda keçirilən Respublika elmi-praktik konfransının materialları. Bakı: ADPU, 2017, s. 258-260
5. “Fuyuzat” jurnalında dini tərbiyə məsələlər / “İslam həmrəyliyi elm və təhsildə. Hədəflər və çağırışlar”. Respublika elmi konfransının materialları. Bakı, 2017, s. 86-89
6. Teacher as a leader. //Humanitar elmlərin öyrənilməsinin aktual problemləri, 2013 №2, s. 299-302
7. Журнал «Фиюзат» о воспитании и обучении женщин / Научный вестник международного гуманитарного университета, 2018 №32, с. 144-147
8. Azərbaycanda ictimai-mədəni və pedaqoji mühitin demokratikləşməsində “Fuyuzat”çıların rolu /Azərbaycan Respublikası Təhsil İnstitutunun Elmi əsərləri, 2017, cild 84, №2, s. 130-136
9. “Fuyuzat”ınnaşiri Əli bəy Hüseynzadənin həyatı və marifçilik fəaliyyəti //Bakı Qızlar Universiteti. Elmi əsərlər, 2017, №1, s. 184-189
10. “Fuyuzat”çılar mənəvi- əxlaqi, əqli, humanizm tərbiyəsi haqqında //Gəncə Dövlət Universitetinin Xəbərləri, 2018, №2, s. 372-377
11. XX əsrin əvvəllərində əmək tərbiyəsi nəzəriyyəsinin inkişafında “Fuyuzat” çılarının rolu /”Heydər Əliyev və milli-mənəvi dəyərlərimiz” mövzusunda elm konfransının materialları. Qərb Universiteti. 6 may 2017, s. 306-309
12. Проблемы педагогики семейного воспитания: генезис становления в истории педагогики //Известия Балтийской государственной академии рыбопромыслового флота: психолого- педагогические науки. Калининград, 2018, №4 (46), с.



12. Рол журнала «Фиюзат» в развитие женского образования в Азербайджане /Вестник Набережночелнинского государственного педагогического университета. Педагогика. Набережные Челны. 2020, №2 (27), с. 15-18

13. “Fyuzat” jurnalında müəllim və onun şəxsiyyətinə münasibət problemi /”Müəllim və tələbə münasibətləri: pedaqoji və psixoloji aspektlər”i mövzusunda Respublika elmi konfransı. Sumqayıt, 2016, s.

14. Görkəmli Azərbaycan maarifçisi Əli bəy Hüseynzadə mənəvi-əxlaqi tərbiyə haqqında / Böyük çex pedaqoqu Yan Amos Komenski: təhsildə klassik və müasir yanaşmalar. Beynəlxalq konfrans. 4-5 aprel 2019. Bakı: BDU, 2019, s.



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