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KEY LINES OF DIVERSIFICATION AND DEVELOPMENT OF HIGHER PEDAGOGICAL EDUCATION IN AZERBAIJAN (1921-1991)

Shuriye AZADALIYEVA

Azerbaijan State Pedagogical University, 34 Uzeyir Hajibeyov St., Baku, AZ 1000
e-mail: eduaz@mail.ru

ABSTRACT

The paper examines the educational development in Azerbaijan in the last century. It considers major aspects of higher education as well as the educational policy under the Soviet influence. In the course of this study, the following methods were used: theoretical analysis, historical-comparative method and the analysis of the archived documents. The article also provides comparative analysis of the textbooks issued before and after 1991. It analyses training dynamics in the educational institutions, highlighting achievements and failures in this area. The paper proves that the principles of historical succession, contemporaneity and nationality will promote well-founded development of the educational system.

Key words: higher pedagogical education, essence of education, educational policy, higher pedagogical training school

LE DIREZIONI PRINCIPALI DELLA DIVERSIFICAZIONE E DELLO SVILUPPO DELL'ISTRUZIONE SUPERIORE IN AZERBAIGIAN (1921-1991)

SINTESI

L'articolo prende in esame lo sviluppo educativo in Azerbaijan nel secolo scorso, analizzando i principali aspetti dell'istruzione superiore, nonché la politica educativa sotto l'influenza sovietica. Nella ricerca l'autrice si è avvalsa dell'analisi teorica, del metodo storico-comparativo e dello studio della documentazione archiviale per fornire anche un'analisi comparativa dei libri di testo dei periodi prima e dopo il 1991. Esaminando la dinamica della formazione nelle istituzioni educative, l'autrice ne evidenzia i successi e i fallimenti. L'articolo mostra come i principi della successione storica, della contemporaneità e della nazionalità aiuteranno a costruire un sistema educativo dalle basi solide.

Parole chiave: istruzione superiore, essenza dell'educazione, politica dell'istruzione, scuola superiore di formazione pedagogica

INTRODUCTION

The revolutionary events of the early twentieth century led to significant changes in all spheres of life in Azerbaijan. According to Akhmedov (2005), "... the annexation of Azerbaijan by Russia in the early nineteenth century marked an important turn in the historical fate of the Azerbaijani people and predetermined all further steps in the socio-economic, political and cultural development of the country." The previously mentioned historical event, despite severe pressure of the Russian tsarist government, significantly promoted the introduction of progressive social ideas in many spheres, including pedagogy and education, which were further disseminated and supported in Azerbaijan during the twentieth century.

The events that took place in the 1920s refer to the formation of the Soviet higher educational school. During that period the foundation of the higher pedagogical education was created in the country, along with the creation of the following institutions: the Azerbaijani Institute of Teachers (1929), the Azerbaijani State Pedagogical University (1930), the Azerbaijani University of Cooperation (1930), the Gyandzhinsky State University (1939), the Nakhichevan State University (1967), the Azerbaijani University of Languages (1973), which became the first higher educational pedagogical institutions of the Azerbaijani Republic (Amrakov et al., 2008).

Later on, higher education began to play particularly important role in the comprehensive development of Azerbaijani society, namely, in the development of its intellectual potential, as well as in the process of in turning material values into the human capital. The higher education became a real force to "push" sustainable development in the social, economic and moral spheres, both in the middle and the second half of the twentieth century, and during the integration of the Azerbaijani education into the European educational system in the late twentieth century. As a result, in recent years the content of the higher pedagogical education was updated pursuant to the principles of national statehood and the Azerbaijani ideology, comprehensive reforms at this level of education were carried out, along with training of competitive personnel, pursuant to the country's needs, and this all in all became an important step towards the formation of human capital.

Recently, substantial progress was achieved in the development of higher pedagogical education: the integration of the national system of higher education into the world educational system, upon the principles of Bologna process; this corresponds to the requirements of the country's economic development and, therefore, a lot of activities aiming at the provision of effective education, both with regard to the economic and social perspective, were carried out.

The objective of this article is to highlight the for-

mation and development of the higher pedagogical education of Azerbaijan during 1921-1991 in the historical aspect, with regard to certain historical stages of its development. Consequently, this study is supposed to solve the following tasks:

- the study of historical and pedagogical traditions and the development of the higher pedagogical education in Azerbaijan;
- the analysis of pedagogical, historical, educational and methodological literature related to the study problem;
- the definition of the major challenges and problems related to the development of the higher pedagogical education in Azerbaijan during relevant period.

RESEARCH METHODS

In the course of this study, the following methods were used: theoretical analysis, historical-comparative method and the analysis of the archived documents.

Theoretical analysis gave the possibility to consider the works devoted to the development of higher pedagogical education in Azerbaijan; the shortages of studies, conducted in the Soviet period, were generalized and detected. The use of the historical-comparative method allowed determining that the development of pedagogical education in Azerbaijan was not an exclusion; it also developed alongside the higher pedagogical education in the former USSR. The author used the documents from the Central State Archive of the Azerbaijani Republic as well as the archives of universities providing higher pedagogical training in Azerbaijan – the Baku Slavic University, the Azerbaijani State Pedagogical University, the Azerbaijani University of Languages, and the Nakhichevan University.

LITERATURE REVIEW

The author analysed different papers of both national and foreign scientists, namely, the studies of such Russian scientists as V.P. Borisov (2006), K.I. Vasiliev (1977), G.A. Dorokhova (1965), M.N. Kruglyanskii (1970), the Australian researcher Erich Leitner (1999), the American and Danish scientists Jeroen Huismans and Christopher C. Morphew (1999), German researcher Michael Daxner (1995).

The theory and practice of foreign educational process has been the research subject for many leading researchers (Altbach et al., 2009; Ashcroft and Rayner, 2011; Eckel and Kezar, 2003; Albrecht and Zideman, 1992; Darling-Hammond, 2000; Skelton, 2005).

The analysis of recent studies and publications revealed the problem of the higher pedagogical education development in the world, which gained popularity among specialists in comparative studies in the late twentieth century. The questions related to the training

of future teachers and to the work of educational institutions were and remain relevant today for many foreign scientists (Hyatt and Meraud, 2015; Lepori and Bonacorsi, 2013; Thomas, 2011; Land, 2001). At the same time, the problem of pedagogical education development in Azerbaijan in the beginning – the second half of the XX century for a long time remained unexplored by the leading scientists, and therefore caused the author's research interest.

Undoubtedly, conducting the comparative analysis focused on the status of the higher pedagogical education in different countries, one should highlight the historical stages of this process, which correspond to the realities of social and cultural development of these countries. In particular, the author considers it expedient that the following two historical stages related to the period 1921-1991 (relevant for Azerbaijan) be analyzed:

1) The establishment of the national systems of higher education in many countries of the world, in particular, in Azerbaijan. This stage covers the period starting from the opening of the first higher educational institution (of a university type) up to democratic reforms in the country in the early twentieth century.

2) The recent historic stage related to the development of the national systems of higher pedagogical education. The chronological limits of this stage cover the period from the beginning of the democratic changes in Azerbaijan to the large-scale geopolitical changes that occurred in the 1990s.

With regard to the system - historical analysis of the main stages of the establishment of higher education in Azerbaijan (in the context of these stages related to the post-Soviet countries, for which one can note the general trend of higher education development in the twentieth century: Ukraine (Gluzman, 1997), Belarus and Russia (Pionova, 2003) Georgia (Matiashvili, 2004), the author believes that the formation and establishment of national systems of higher education in these countries occurred during the recent historic period of their development; therefore, these countries are presently at the second stage of development of their higher pedagogical education systems, due to the "artificial forcing" of modernization process, carried out through reforms "from above", caused by the direct and often indirect pressure (competition) from the more developed countries (Boyce, 2003; Field et al., 2007).

Educational reforms and various modernization processes identified new trends in the field of higher pedagogical education at the beginning of the XXI century. First of all, one should note the following trends: the upward trend as regards the quantitative and qualitative level of education (Albania and Turkey), the trend towards decentralization of management (Bulgaria), budget funding reduction and the rise of tuition fees (Armenia), reformist trends in teaching foreign languages (Romania) (Mayboroda, 1991). It should be noted as well, that in Bulgaria the tendency to reduce the net-

work of higher education institutions are not observed, but in Ukraine, on the contrary, it is clearly seen, since 2004 and this trend was especially obvious during the last year. There is also a clear trend as regards permanent rapprochement between the university-based fundamental education with the special / professional one (the training of "trainers" in most countries is carried out in classical universities) (Dall'Alba, 1991; Gibbons et al., 1994).

What seems also obvious - the "implementation" of certain forms of social relations that have not yet received adequate support in the socio-economic structure and the mass consciousness and in some places of social and cultural conflict with the specifics of society (Bauman, 1997). Today there is a clear tendency among the countries of the post-Soviet educational space to move to the next phase – systematic integration into the global educational community; this is explained by the fact that the above-mentioned countries joined the Bologna Process only in the last decade.

Therefore, studying the experience and development of higher educational institutions in the world, their activities under various conditions (national oppression, the revolutionary transformations, gaining the state independence) is particularly important to identify specific features of modern higher pedagogical education in Azerbaijan, which will determine the ways of harmonious modernization of the higher pedagogical education in this country.

RESEARCH RESULTS AND DISCUSSION

The period 1920-1991 was very distinctive in the life of Azerbaijan. This country was not independent, but it passed a long way in its development. During that period, education in Azerbaijan acquired new content, as the policy of education was directed at the preparation of the new generation to the requirements of socialism and communism. The aim of the soviet educational system was to "remove" all the people from their roots, and to form of the single soviet nation. Despite these common approaches and serious limitations, huge success was achieved in the field of higher pedagogical education in Azerbaijan. In the years of Soviet power, both public-political and scientific-pedagogical environment took the shape of "zigzag", according to Bukharin's words, "complete mess". The leaders of the Azerbaijani national consciousness, around one thousand of intellectuals, became the victims of Stalin's repressions. The morality of the nation was thus subject to an enormous impact. During 1930-1940s the decisions regarding application of the rigid and serious laws were taken, the Stalin's idea regarding intensification of class fight was an obstacle on the way towards development of democratic traditions in the school life and it became the reason of the undesired policy formation. The educational institutions forcedly kept away from the democratic tra-

ditions. During that period, the soviet study principles became highly important in the process of higher pedagogical education and its development. However, all its stages and directions were not professionally studied; it was impossible to outline the objective facts and different phenomena were explained one-sidedly. Thus, in the comprehensive and system study all historical and pedagogical works, connected with the topic, problems (dissertations, monographs, books, textbooks and training books, archive documents, statistical collections, and materials of periodical printing) were considered "from scratch".

In 1920s opening of the higher pedagogical schools became one of the top priority directions of the higher education in Azerbaijan. This was determined by the rapid development of the general education schools network in the Republic, and that was put as the most essential task. Execution of this responsible task required training of around one thousand well-trained teachers.

In 1921, the first higher educational institution was created. On 26 August 1921 the chairperson of the Council of People's Commissars of Azerbaijan, Nariman Narimanov signed the decree "On the establishment of the Azerbaijani Male Pedagogical Institute". This institute started its activity in November 1921. In the same year, the Azerbaijani Pre-school Educational Institute for Females was established. Due to such attention and care as regards training of staff with higher pedagogical education, its number increased considerably. During 1920/21 out of 3279 teachers, only 141 had higher education.

In the 1922/23 academic year, the Azerbaijani Pre-school Educational Institute for Females was transformed into the Higher Female Pedagogical Institute (Vasiliev, 1977). In 1924, both the Male and Female Institutes were united into the single Higher Pedagogical Institute. Before unification of these institutes, only 256 persons

in total were getting their higher education. Both the Higher Male Pedagogical Institute and the Higher Female Pedagogical Institute provided higher education during three-year term.

Since 1924/25 academic year, the Azerbaijani Pedagogical Institute began to work according to the four-year academic plan. At that time, 142 students studied there. The higher pedagogical educational institutions received students not only from Azerbaijan, but also from the neighbouring and different autonomous republics. In 1925 the boarding house of the institute accommodated 125 persons from different districts of Azerbaijan, 12 persons from Dagestan, 9 persons from Uzbekistan, 5 persons from Turkmenistan, 8 persons from the Crimea, 3 persons from Armenia, 1 person from Georgia. In the 1926/27 academic year, the Higher Male Pedagogical Institute was liquidated and united into the Baku State University. On 19 July 1930, the Council of People's Commissars of Azerbaijan took the decision "On the reforming and districting of higher schools and higher technical schools of Azerbaijani SSR and their transfer to corresponding economic administrations and people's commissariats". The Baku State University was shut down. The Zakavkazie Physical Training, the Azerbaijani State Pedagogical, the Azerbaijani Medical and the Azerbaijani Trade-Cooperative Institutes were organized on its basis. The proletarian policy, the "divide-unite" experiment in the system of higher education had negative impact on the higher education, including the development of higher pedagogical education, as well as the training of highly qualified staff. In 1934, the Azerbaijani State University was restored again (Borisenkov, 2006). In the mid - 1930s the proletarian policy in the area of staff training lost its relevance.

On 29 December 1935, the USSR government took the decision "On admission to the higher educational establishments and technical schools". This decision

Academic years	Student contingents at the beginning of academic year	Admission	Graduation
1930/31	1039	350	126
1931/32	1531	455	265
1932/33	921	555	256
1933/34	1015	500	63
1934/35	1339	800	224
1935/36	1867	960	389
1936/37	2154	1030	365
1937/38	1533	560	218
1938/39	1934	1050	334
1939/40	2045	600	261
1940/41	2055	600	571

Table 1: Student contingent, dynamics of admission and graduation in 1930-1941

abolished limitation on admission to the higher educational institutions and secondary special institutions by a person's social origin. The right for higher education was given to all citizens in the country. At the beginning of 1930s, the evening department was opened in the Azerbaijani Pedagogical Institute. In 1936, the Pedagogical Institute for Correspondence Studies was organized, based on separate faculties of correspondence departments, (Vasiliev, 1977).

In 1930s, because of the above-mentioned measures, the scientific research activities became relevant in the Azerbaijani Pedagogical Institute, and it was transformed into the scientific centre, responsible for the scientific-pedagogical staff training. Serious scientific studies in different areas of science became widespread.

Upon reorganization of the academic work, and training of the qualified pedagogical staff, in 1930s the Azerbaijani Pedagogical Institute became the basic and leading school in the Republic. The efforts of educational institutions, which trained staff for the system of public education, resulted in the rise of the new generation of teachers in the Republic. In the 1939/40 academic year out of 21310 teachers, working in the Azerbaijani schools, 4386 persons had higher education. Their main part included the graduates of the Azerbaijani State Pedagogical Institute.

In the mid-1930s, because of transition to the seven-year compulsory education, the demand in teaching staff grew rapidly. In order to satisfy this demand, the Kirovabad (Gyandzha) Pedagogical Institute was opened. In the post-war years, the Azerbaijani government focused on the improvement of the national higher educational institutions. The demands of separate regions of the Republic were considered during training of the pedagogical staff. In 1946, with a view to provide the schools of the Republic with the teachers of the Russian language and literature, the M.F. Akhundov two-year Azerbaijani Institute for Teachers was organized. Two years later the Azerbaijan State Pedagogical Institute of Foreign Languages was organized (Aliyev, 2005). In 1950s, specific attention was paid to the development of higher pedagogical education.

After the Central Committee of the Communist Party of the Soviet Union (CC CPSU) and the Council of Ministers of the USSR took the decision "On the improvement of training, division and use of specialists with higher and secondary special education" dated 30 March 1954, all higher educational institutions of the Republic carried out a number of activities, aimed at the improvement of specialists' training and the students' admission. The wide-scale measures aimed at restoration and strengthening of the learning and material-technical basis were taken in all higher educational institutions.

In March 1959, the Law "On consolidating the links between school and life and the development of people's educational system" was adopted. That law set new tasks before the institutions of higher pedagogical

education. With regard to that law, the Azerbaijani Pedagogical Institute of Foreign Languages was united with the Institute of the Russian Language and Literature, and the M. F. Akhundov Azerbaijani Pedagogical Institute of Languages was created (Mamedov, 2012). The Azerbaijani Pedagogical Institute for Correspondence Studies was united with the Azerbaijani Pedagogical Institute (API). In these years, the general number of students, including API considerably increased. If in the 1957/58 academic year the general quantity of students in the Institute made 2623 persons, it reached 3256 persons in the subsequent academic year. During that period, the students got the possibility to receive two specialties (Akhmadov, 2014).

In 1960s, specific attention was paid to the development of higher pedagogical education. In 1962, the Committee of higher and secondary special education of the USSR was transformed into the relevant Ministry. Since then, the Committee of higher and secondary special education of Azerbaijan was called as the ministry (Mardanov, 2011).

The decisions taken by the Azerbaijani government "On the measures aimed at improvement of the development of the higher and secondary special education" dated 11 July 1963, and the decision taken by the CC CPSU and the Council of Ministers of the USSR "On the measures aimed at the development of higher and secondary special education, and the improvement of specialists' training and their use" dated 9 May 1963 played specific role in the development of higher pedagogical education. They created conditions for the establishment of the new pedagogical educational institutions. In Nakhichevan (1967) and Khankendi (1968), API branches were opened. The above-mentioned decisions determined the ways of further development of higher education, and set new tasks before the staff of higher educational establishments as regards improvement of the highly qualified specialists' training. In 1960s, the training of pedagogical staff was accomplished by the Azerbaijani State Pedagogical Institute, the Azerbaijani State Physical Training Institute, the Kirovabad (Gyandzha) Pedagogical Institute, and the Azerbaijani Pedagogical Institute of Languages and partially by the Azerbaijani State University (Mardanov, 2011).

Coming of the nation-wide leader Geydar Aliyev to power in the end of 1960s marked great success in the field of pedagogical staff training. The intensive work and serious efforts resulted in the fact that knowledge quickly became the single criteria during the admission into the higher educational establishments. The publicity in admission and the use of technical devices during the exams (radio, television, and different electronic computers) were provided.

Training of specialists in the higher educational institutions was expanded. Considerable success in the development and improvement of pedagogical education was achieved.

During 1971-1975 three new higher educational institutions were created – the 50th USSR Anniversary Azerbaijani Pedagogical Institute of Foreign Languages (1972), the Yu. Mamedaliev Nakhichevan State Pedagogical Institute (1972), the Khankendi State Pedagogical Institute (1973) (Mardanov, 2011; Amrakov et al., 2008).

During the 1971/72, academic year 2260 persons were accepted in API for full-time study, 794 persons for correspondence studies, and 175 persons for evening studies. If the contingent in the institute made 13747 persons, in a decade, in the 1981/82 academic year the admission for full-time department made 1428 persons, and 725 persons for the evening department. Totally, the contingent made 9075 persons. The admission to evening department was completely stopped. Such decrease-increase was observed in other institutes as well – in the Gyandzha State Pedagogical Institute, the Azerbaijani State Pedagogical Institute, and in the Azerbaijani Pedagogical Institute of the Russian Language and Lit-

erature. In the 1978/79 academic year in the Gyandzha Pedagogical Institute, 2266 persons studied on 8 specialties, being taught by 271 teachers (Amrakov et al., 2008). In the 1979/80, academic year 4453 students studied in the Azerbaijani Pedagogical Institute of the Russian Language and Literature, which were taught by 291 persons. Thus, in the Azerbaijani Pedagogical Institute of Foreign Languages 808 persons studied on 3 specialties, which were taught by 295 persons (Akhmadov, 2014).

Development of higher education in Azerbaijan during 1970-1980s is connected with the activity of Geydar Aliyev. He was the person, who in 1970-1980s created possibilities and conditions for the highly qualified teaching and training of more than 15 thousand of Azerbaijani young boys on more than 250 specialties; this was the demand of the Republic, and in 170 well-known higher educational establishments in more than 50 big cities of the former USSR. During that period,



Yukhari Govhar Agha Mosque in Shusha

“The Mosque in 2010” by Ліонкін (Own work) [GFDL (<http://www.gnu.org/copyleft/fdl.html>) or CC BY-SA 4.0-3.0-2.5-2.0-1.0 (<http://creativecommons.org/licenses/by-sa/4.0-3.0-2.5-2.0-1.0>)], via Wikimedia Commons - <https://commons.wikimedia.org/wiki/File%3ASHushi039.JPG>

certain advancement in pedagogical staff training was apparent in the higher pedagogical institutions. In 1970, 517 persons worked in the scientific area of pedagogy, out of these only 15 persons had doctoral degrees and 105 had PhD degrees. In 1980, 504 persons worked in the scientific area of pedagogy, out of these 10 persons had doctoral degrees and 122 had PhD degrees (1,350) (Mardanov, 2011).

In 1988 the Ministry of higher and secondary special education, the Ministry of Education, and the State Committee on the professional-technical education were abolished. On their basis, the Ministry of Public Education was established and all the higher and secondary special educational institutions were subordinated to that ministry.

In the end of 1980s out of each 1000 persons, aged above 15, 129 persons had higher education. However, despite this fact, the processes, which started both in the system of higher education and in other areas, led to crisis. The war conflict, which began in Nagorny Karabakh, hit the Azerbaijani higher education.

The teachers and students of the Azerbaijani department of the Khankendi Pedagogical Institute (which was created as the Stepanakert (Khankendi) branch of the V. I. Lenin Azerbaijani State Pedagogical Institute (presently, the ASPU) and which in 1973 transformed into the independent higher educational institution) were driven out from Khankendi and found their temporary shelter in Shusha city (Amrakov et al., 2008).

After long discussions with the Ministry of Education, the teaching staff of 100 persons since October 25, 1988 started teaching 1200 students in G. Zardabi Gyandzha State Pedagogical Institute. Next year, on October 25, 1989 upon the insistent requirement of this pedagogical staff and the majority of students, the department returned to Shusha. Soon after the classes started, the Ministry of Public Education was forced to create the Shusha faculty of the N. Tusi Azerbaijani State Pedagogical Institute based on the Azerbaijani department of the Khankendi Pedagogical Institute. Pursuant to the decision of the Council of Ministers of the Azerbaijani Republic, and the decree of the Ministry of Education dated 22 February 1991, the Shusha faculty was transformed into the branch of the N. Tusi Azerbaijani State Pedagogical Institute. After the creation of Shusha branch, the structural change was conducted in the educational institution, the staff of faculty, department and division was determined according to the personnel schedule (Mardanov, 2011).

The joint Armenian and Russian armies already surrounded the ancient city Shusha. Given the impossibility to continue the education process, the Shusha branch administration was forced to remove branch in Agdzhabedin district in 1992 and continued its activity in the building of the district professional school.

The Azerbaijani system of education was hit not only by the war in Karabakh. During 1988-1991, more

than 250000 Azerbaijani people were forcedly deported from Armenia. In the first years of state sovereignty such big numbers of refugees and forced re-settlers in the Republic caused problems later formed in the system of higher pedagogical education (Amrakov et al., 2008).

Despite all these problems, both the general education and the higher pedagogical education has changed dramatically. During Soviet times, the Moscow scientists prepared curricula and textbooks for secondary schools in mathematics, physics, chemistry, nature, biology, history, social sciences, geography, labor and drawing. These books did not consider history, literature, philosophy, flora and fauna, and the geography of the national republics, including Azerbaijan. These books were in fact the accurate translation from Russian into the Azerbaijani language, without any changes. The outstanding Russian educator, P.P. Blonskii, criticizing the policy of the USSR, wrote: "Studying the history of educational thought our generation will laugh that from Odessa to Vladivostok, the children are taught by a single curriculum. However, having regard in this case to the characteristics of each city, village, and region may result in a variety of programs, forms and methods one could never dream of." These textbooks strongly praised the Soviet socialist system, it was said that eventually, the capitalist system would collapse; they offered implausible ideas to the students.

Despite the high ideological and theoretical level of historical education, textbooks on the history of the USSR did not meet the demands of Azerbaijan. These textbooks mainly offered the history of the Russian people, distorted the history of the Turkic peoples, including the people of Azerbaijan. Therefore, the Minister of Education M. Ibragimov, was not afraid of pressure from the totalitarian state machine, and with great pain, wrote: "Our children study the history of Greece, Italy, the UK, Russia, but do not study the history of the land, where they were born and grew up, they graduate from school without knowing national history and the people."

After gaining independence (1991), the new generation of textbooks appeared in Azerbaijan. These textbooks were formed with regard to both national and moral human values. These textbooks were written by the national authors. The textbook policy in the system of general education is a key priority, in terms of the governmental strategy (Akhmadov, 2014). The policy objective here is to prepare students pursuant to modern knowledge and skills, oriented to the motherland, the people, its traditions, to form these skills based on both national and universal values, to prepare the physically and mentally healthy, democratic-minded citizens who are ready for an independent life. All students of the secondary schools of the Republic are provided with free textbooks.

CONCLUSION

Having due regard to the principles of historical succession, contemporaneity and nationality in the present

development of higher pedagogical education in Azerbaijan along with the study of the European educational traditions, determination of the basic stages and specific features of higher pedagogical education in Azerbaijan during 1920-1991, generalization of 70-year long experience in this area will promote substantial development of modern higher pedagogical education.

Diversification and incorporation processes, which were widespread in the field of higher pedagogical education of Azerbaijan during 1920-1960s, were connected with the social-economic and cultural life of the country, but not with the experience of the state bodies of the Republic related to education and its development.

After 1960, the process of diversification was decisively and deliberately considered; this resulted in the successful beginning of staff training on higher educational specialities. This event became the impetus for increase of the number of educational institutions with pedagogical bias and expanding the geography; this also had an impact on changes related to the total cultural panorama of the Republic.

Education is of pivotal importance as regards comprehensive social development, development of the country's intellectual potential and transformation of material values into the human capital, while higher education in the social-economic and cultural fields is considered the real force, giving impetus to the long-term development. Consequently, the content of higher pedagogical education was updated according to the

ideology of the national statehood and the Azerbaijan national idea; relevant reforms were implemented and the measures aiming at the competitive staff training were taken in this field according to the needs of state and the human capital development.

The public self-recognition of the 70-year long past is impossible without critical discussion and evaluation of its historical material.

Foreign countries have rich experience related to the development of higher pedagogical education. Having entered into the Bologna process, Azerbaijan studied the apparent foreign experience in the area of higher pedagogical education and started using it since 2005. Presently, there are the bachelor's and master's degrees in the Azerbaijani education. All the requirements of the Bologna process are taken into account in the Azerbaijani educational process. The study of the European experience and its application in the Azerbaijani system of education were always topical and important. In the 1920s in Azerbaijan, the number of teachers with higher education reached 100. Presently 170,000 teachers are working at high schools in Azerbaijan, 93% have higher education. It is very honourable to achieve such goal during such a short term. Today one cannot meet a child in Azerbaijan, who is unable to write and read or who doesn't have secondary education. The secondary education is compulsory. This experience could be of interest for the European countries.

OSNOVNE SMERI DIVERZIFIKACIJE IN RAZVOJA VIŠJE- IN VISOKOŠOLSKEGA IZOBRAŽEVANJA V AZERBAJDŽANU (1921–1991)

Shuriye AZADALIYEVA

Azerbaijan State Pedagogical University, 34 Uzeyir Hajibeyov St., Baku, AZ 1000

e-mail: eduaz@mail.ru

POVZETEK

Cilj pričajočega prispevka je analizirati glavna področja razvoja v azerbajdžanskem izobraževanju v prejšnjem stoletju. Obravnavani so osrednji vidiki višjega in visokega šolstva kot tudi izobraževalna politika pod sovjetskim vplivom. Med izvajanjem raziskave so bile uporabljene naslednje metode: teoretska analiza, zgodovinsko-primerjalna metoda in preučevanje arhivskih dokumentov. Prispevek ponuja tudi primerjalno analizo učbenikov pred letom 1991 in po njem ter pokaže, da pred letom 1991 niso upoštevali zgodovinskih, književnih, filozofskih ali geografskih vidikov nacionalnih republik, vključno z Azerbajdžanom, temveč so hvalili sovjetski socialistični sistem. Zgodovinski učbeniki ZSSR niso izpolnjevali zahteve azerbajdžanskih šol, saj so v glavnem vsebovali zgodovino ruskega naroda in izkrivljali zgodovino turških narodov, tudi azerbajdžanskega. Zasnova učbenikov iz obdobja po letu 1991 temelji zlasti na nacionalnih, moralnih in človeških vrednotah. V prispevku je podana tudi primerjalna analiza dinamike usposabljanja v izobraževalnih ustanovah, ki izpostavi dosežke na tem področju ter odkrije objektivne in subjektivne razloge za najdene pomanjkljivosti. Pokaže, kako bodo načela zgodovinskega nasledstva, sodobnosti in narodne zavesti pripomogla k izgradnji izobraževalnega sistema na trdnih temeljih.

Ključne besede: višje- in visokošolsko izobraževanje, bistvo izobraževanja, izobraževalna politika, višja šola za pedagoško usposabljanje

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