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## **TEACHING GEOGRAPHY IN AZERBAIJAN. PROBLEMS WITH TEXTBOOKS AND TEACHERS. HISTORY OF DEVELOPMENT OF TEACHING METHODOLOGY**

### *Annotation*

It is the first time that the study of the history of teaching geography in secondary schools of Azerbaijan has become a subject of research. Author studies the establishment of schools in Azerbaijan, the involvement of children in the education process and the history of the place of geography as a new discipline in the school curricula. In addition, the author studies the teaching of geography by school grades and the number of hours per week compared to other school subjects. She studies the curricula of secondary schools in the former republics of the USSR, now independent states, and makes comparisons on the subject of geography.

The present paper is also a study of the role of Azerbaijani intellectuals in writing textbooks based on the significance of personal development in acquiring geographical knowledge and skills. Author has provided the names of such intellectuals, as well as samples from their textbooks and teaching aids. Author has also explained the structure and content of the textbooks and their role in the independent acquisition of geographical knowledge and skills. Author analysed and studied the opening of new schools, the improvement of existing ones, the establishment and activities of educational societies to meet the growing demand for education in Azerbaijan since the 1900s. This includes the study of the practical measures taken at different times to provide schools with qualified teachers, the importance of organising training courses for teachers and establishing the Azerbaijan Men's Institute and its subsequent transformation into a state pedagogical institute.

The research covers the issues related to the teaching of geography, as well as the emergence and development of methodology of teaching. The methodology of acquiring geographical knowledge and skills in Azerbaijan has been studied under two groups: public methodology and scientific methodology. The research provides information on the dependence of economic activities of the Azerbaijani population on the methodology of studying the environment, making observations and conservative use of events and natural components, as well as the mechanism of transmission of this knowledge to the next generations. The development of scientific methodology has been studied on the basis of archival materials.

*Keywords:* Azerbaijani schools, geography, geography textbooks, textbook problem, teacher problem.

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## **ӘЗІРБАЙЖАНДА ГЕОГРАФИЯНЫ ОҚИТУ. ОҚУЛЫҚТАР МЕН МҰҒАЛІМДЕРГЕ ҚАТЫСТЫ МӘСЕЛЕЛЕР. ОҚИТУ ӘДІСТЕМЕСІНІҢ ДАМУ ТАРИХЫ**

### *Аңдатпа*

Алғаш рет Әзірбайжандағы жалпы білім беретін мектептерде географияны оқыту тарихын зерттеу зерттеу пәні болды. Автор Әзірбайжанда мектептердің құрылуы, балаларды оқу үдерісіне тарту және географияның мектеп бағдарламаларындағы жаңа пән ретіндегі орнының тарихын зерттейді. Сонымен

қатар, автор географияны мектеп сыныптары бойынша оқытуды және басқа мектеп пәндерімен салыстыра отырып, аптадағы сағат санын қарастырады. Бұрынғы КСРО республикаларының, қазіргі тәуелсіз мемлекеттердің орта мектептерінің оқу бағдарламаларын зерттеп, география пәнінен салыстырулар жасайды.

Бұл мақалада географиялық білім мен дағдыларды меңгеруде тұлғаның дамуының маңыздылығына негізделген оқулықтар жазудағы Әзірбайжан зиялыларының рөлі де қарастырылған. Автор осындай зиялылардың есімдерін атай отырып, олардың оқулықтары мен оқу құралдарының үлгілерін келтірген. Сондай-ақ автор оқулықтардың құрылымы мен мазмұнын, географиялық білім мен дағдыны өз бетінше меңгерудегі рөлін түсіндірді. Автор 1900 жылдардан бастап Әзірбайжанның білімге деген өсіп келе жатқан сұранысын қанағаттандыру үшін жаңа мектептердің ашылуы, бұрыннан барларының жетілдірілуі, білім беру қоғамдарының құрылуы мен жұмыс істеуін талдап, зерттеген. Бұл мектептерді білікті ұстаздармен қамтамасыз ету үшін әр уақытта қабылданған практикалық шараларды зерделеу, мұғалімдерді даярлау курстарын ұйымдастырудың маңыздылығын және Әзірбайжан ерлер институтын құру және оны кейіннен мемлекеттік педагогикалық институтқа айналдыруды қамтиды.

Зерттеуде географияны оқытуға байланысты мәселелер, сонымен қатар оқыту әдістерінің пайда болуы мен дамуы қарастырылған. Әзірбайжанда географиялық білім мен дағдыны меңгеру әдістемесі екі бағытта зерттелді: әлеуметтік әдіснама және ғылыми әдістеме. Зерттеуде Әзірбайжан халқының экономикалық белсенділігінің қоршаған ортаны зерттеу әдістемесіне, құбылыстар мен табиғи құрамдастарға бақылаулар жүргізуге және консервативті пайдалануына тәуелділігі, сондай-ақ бұл білімді келесі ұрпаққа беру механизмі туралы ақпарат берілген. Ғылыми әдістеменің дамуы мұрағат материалдары негізінде зерттеледі.

*Түйін сөздер:* Әзірбайжан мектебі, география пәні, география оқулықтары, оқулықтар мәселесі, мұғалімдер мәселесі.

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## **ПРЕПОДАВАНИЕ ГЕОГРАФИИ В АЗЕРБАЙДЖАНЕ. ПРОБЛЕМЫ С УЧЕБНИКАМИ И УЧИТЕЛЯМИ. ИСТОРИЯ РАЗВИТИЯ МЕТОДОЛОГИИ ОБУЧЕНИЯ**

### *Аннотация*

Впервые предметом исследования стало изучение истории преподавания географии в общеобразовательных школах Азербайджана. Автор исследует создание школ в Азербайджане, вовлечение детей в образовательный процесс и историю места географии как новой дисциплины в школьных программах. Кроме того, автор изучает преподавание географии по школьным классам и количеству часов в неделю по сравнению с другими школьными предметами. Она изучает учебные программы средних школ бывших республик СССР, ныне независимых государств, и проводит сравнения по предмету географии.

Настоящая статья также является исследованием роли азербайджанской интеллигенции в написании учебников на основе значения личного развития в приобретении географических знаний и навыков. Автор привел имена таких интеллектуалов, а также образцы из их учебников и учебных пособий. Автор также разъяснил структуру и содержание учебников и их роль в самостоятельном приобретении географических знаний и умений. Автор проанализировал и изучил открытие новых школ, улучшение существующих, создание и деятельность образовательных обществ для удовлетворения растущего спроса на образование в Азербайджане с 1900-х годов. Это включает в себя изучение практических мер, предпринятых в разное время для обеспечения школ квалифицированными учителями, значение организации курсов повышения квалификации учителей и создание Азербайджанского мужского института и его последующее преобразование в государственный педагогический институт.

Исследование охватывает вопросы, связанные с преподаванием географии, а также возникновением и развитием методики преподавания. Методология приобретения географических знаний и навыков в Азербайджане изучалась по двум направлениям: общественная методология и научная методология. В исследовании представлена информация о зависимости хозяйственной деятельности населения Азербайджана от методологии изучения окружающей среды, проведения наблюдений и консервативного использования явлений и природных компонентов, а также о механизме передачи этих знаний следующим поколениям. Развитие научной методологии изучено на основе архивных материалов.

*Ключевые слова:* азербайджанская школа, предмет географии, учебники географии, проблема с учебниками, проблема с учителями.

**Introduction.** Teaching of geography in secondary schools is of special importance in terms of the personality development. It is impossible to find any other discipline but geography that contributes so much to the development of students' global outlook. In fact, geography's vital importance precedes that of all other disciplines. Geography is life in and of itself. The human and environment live interconnected, hence forming the life itself. It is very important to study the life, to master its laws, to use its natural resources efficiently and conservatively in terms of modern requirements.

**Main body.** According to Prof. Celal Sengor, "Geography has been [taught] extremely limited", "If we don't know geography, we will become arrogant". He claims that geography has emerged before all other disciplines, hence being the oldest one. He believes that it was geography that gave birth to all the other contemporary disciplines [1].

"One does not acquire the knowledge of geography but has to reach that level of mastery," Prof. Dr. Nüzhet Dalfes said. In modern England, for instance, knowing geography is a prerequisite for the rulers of the country.

"The whole world is a stage, where the curtain never goes down; it has no end even if we can imagine it to be finite; the only entrances and exits are births and deaths. It is necessary to take a place on the geographical stage," Prof. William Davis said [1].

The greatest geographer in Germany and in the world, Karl Ritter, wrote in 1917: "Geography is the foundation of physical and historical knowledge related to or comparable to nature and human history." [2]

A. Humboldt called the first part of the second volume of his 'Cosmos' written in

1949 'Fine Arts and Geography'. He wondered how a philologist could research folklore independently of geographical space, or how a historian could describe a historical event without indicating where that particular event took place.

The French emperor Napoleon I Bonaparte believed that 'Geography is destiny!'

Russian geographer and philologist V.G.Belinsky said: 'Geography is a field of human life'. Russian emperor Peter I opened many schools in Moscow teaching in foreign languages (Latin, Greek, French, German) apart from teaching arithmetic, geography, history, and philosophy. Thus, Peter I decreed to establish theological seminaries under the dioceses, which would provide education for six years, including the teaching of geography.

**Methods.** As we can see, in different historical periods, leaders and public figures in different countries have praised the importance of teaching geography in schools.

In addition to Azerbaijan, the significance of teaching geography in secondary schools has been a subject of researches in a number of developed countries. The main goal of the research was to meet the needs of the Azerbaijani population in education, to eliminate illiteracy and to demonstrate the sacrifices made by intellectuals to open schools for these purposes. In particular, the research has focused on the efforts made to acquire the vital geographical knowledge and skills.

There is few research materials available on the methodology of teaching geography in Azerbaijan. In particular, the history of teaching geography has hardly been studied. A number of pedagogues, including Academician H.M.Ahmadov [3], Professor A. Y. Seyidov [4,

5], Professor F. A. Seyidov [6] have written very valuable scientific works on the development of schools in Azerbaijan in the late 19th–early 20th centuries, as well as the history of pedagogical thought in that period.

When opening schools and developing curricula, Azerbaijani intellectuals have always given priority to teaching natural sciences, trying to prove their importance to our daily lives. For example, a prominent Azerbaijani educator, materialist philosopher and public figure M. F. Akhundov was looking for answers to three questions: Where should we study? Whom should we learn from? In what language should we learn? [5, p. 271]. In the Soviet period, a Russian revolutionary, public and cultural figure, doctor of pedagogical sciences Nadezhda Krupskaya indicated the increasing number of suicides among pupils in her article ‘Suicide incidents among the pupils and labour schools’ (1911) [5, p. 292]. As we can see, one of the main concerns of the Soviet society of the time was the increasing number of suicides among non-Russian children, who had to live in boarding schools and receive education only in the Russian language. Therefore, there was an urgent need in writing textbooks and providing education in the mother tongue.

“Apart from being modern, the proposed school should have a curriculum, which suggests the teaching of the mother tongue and geography,” Jalil Mammadguluzade, famous Azerbaijani writer and public figure, said [5, p. 313].

Judging from the above, it is clear that the intellectuals in different periods have considered the inclusion of geography in the curricula of schools important. That is why it was necessary to conduct a research on the history of teaching geography and the training of teachers in Azerbaijan. At the same time, there was a consolidated curriculum applicable in all the republics of the USSR. After gaining independence from the USSR, it was necessary to determine the place of geography in the curricula, the number of hours to teach the subject, as well as the grades geography would be taught.

In his address to the Azerbaijani intelligentsia, Heydar Aliyev, an internationally recognised politician and a great leader, has unequivocally recommended to write the history of Azerbaijan. His recommendation has encouraged the researches on the history of education in Azerbaijan.

**Results and discussion.** The present study covers only the situation in the Republic of Azerbaijan, since it was impossible to access information about the rural and urban schools in the province of Azerbaijan south of the Araz River, which is currently part of the Islamic Republic of Iran. The study is primarily focused on the schools that have been established in the Republic of Azerbaijan by the Russian Empire and later by the USSR, as well as their activities and subjects taught in these schools.

Starting from the 7th century and later during the Russian Empire, there have been two types of schools in Azerbaijan: ‘mollakhanas’ and ‘madrasas’ known as primary and secondary schools, respectively. In general, mollakhanas were classes opened in mullah’s house to provide primary education in Arabic, Persian, mathematics, calligraphy and the Holy Quran. In addition to these subjects, the curricula of madrasas (schools operated under the auspices of mosques) included dialectics, nujum (astronomy), logic, history, geography, arithmetic, and geometry. Teachers were scientists who had studied abroad. The Qur’an contains a wealth of scientific information about the nature, universe, formation of mountains, seasons, calendar calculations, rotation of the Earth, the creation of land and water, air, plants, animals, and a man.

I have studied the textbooks on geography as it was taught in secondary schools, as well as their authors. It is univocally acknowledged by all the contemporary geographers in Azerbaijan that the first textbook on geography was written by Gafur Rashad Mirzazade. Thus, in 1968, Ramzi Yuzbashov published his 31-page book ‘Famous Geographer Gafur Rashad Mirzazade’, mentioning G. R. Mirzazade as the author of the first textbook on geography in Azerbaijan [7, pp.20 and 31]. G. R. Mirzazade has contributed a lot to the development of geography. He was



one of the founders of the Azerbaijan State Pedagogical Institute in 1921 and headed the Geography Department of the institute. His first book 'Geography of the Caucasus' was published in 1910. In the following years he wrote textbooks on the same subject for the third- and fourth-grade pupils. R. Yuzbashov shows in a table included with his book that Mirzazade wrote 18 books on geography between 1910-1941. In 1934, he even published a methodical manual together with B. Asgarov, albeit not mentioned in R. Yuzbashov's table, as it was written in the Arabic script, which R. Yuzbashov, apparently, could not use in his study of archival documents. Therefore, he was not aware of this work [8].

Our research has also revealed that until the 1940s, archival documents had been written in an ancient script composed mainly of a mixture of the Arabic and Persian scripts. Therefore, the researchers were unable to use the materials. They have used only the sources written in the Cyrillic script during the Soviet era. As a result, real facts have not been studied adequately. The situation remains unchanged even today. Contemporary researches are unable to explore the archival documents of the pre-Soviet period.

It has been established that in 1908, Adham Feyzi, a teacher of mathematics and geography at the Ganja Theological Administration, wrote a textbook called 'Lessons of Geography' for the fourth graders [9].

In 1904, Hasan Nasuh wrote a two-volume book on geography: 'Tarjamayi tawhfayi nasuhiyyah' (Translation of Nasuh's Contribution) and 'Jughrafiyyayi tawhfayi nasuhiyyah' (Translation of Nasuh's Contribution on Geography). Both textbooks contain geographical information concerning the economy and population in a number of countries.

We find the name of the Azerbaijani pedagogue Muhammad Taghi Sidghi in the book 'An Azerbaijani School of the 19th Century' (1985) [6, p. 285] by academician Huseyn Ahmadov. It is based on author's researches in the archives of Azerbaijan, Georgia, Armenia, particularly in the archives of the Transcaucasian Teachers' Seminary, and provides a valuable

factual information on the opening, forms, and curricula of schools, as well as the contribution of prominent teachers to the education process. Author notes that in 1892 M. T. Sidghi opened the Akhtar school in Ordubad, where he began teaching geography and other subjects. In 1894, he started teaching geography at the school he opened in Nakhchivan [3, p.286]. In 2004, Academician Isa Habibbayli, a member of the parliament and the Vice-President of the Azerbaijan National Academy of Sciences (ANAS), published the collection of works by Muhammad Taghi Sidghi, including the text of his manuscript for the textbook 'A Brief Treatise on Geography' published in 1892. Today we know that during his tenure at the Transcaucasian Teachers' Seminary, M. T. Sidghi instructed the students with good handwriting to write down the explanations of their geography teacher in their notebooks.

On December 27, 1879, the Ziya newspaper reported about the first geography textbook written in 1879 by Asgar Agha Adigozalzade-Gorani, the chairman of the notary office in Ganja and an investigator. But we have yet to find a copy of the textbook.

A number of prominent Azerbaijani intellectuals have authored books on geography underlining the significance of studying geography for personal development (Q.B.Zakir's 'Land, Water and Air' (1912), the textbook 'Geography' (1914) by anonymous author, R. Amundsen's 'Wings of Ice' (1927), N. G. Lebedev's 'First Round-the-World Trip: How They Did It' (1926), I. K. Lebedev's 'How Was the Earth Born? How Old Is It?' (1926), M. A. Zaykov's 'Rain, Hail, Snow, Dew and Dry' (1925), etc.).

At different times, the state of Azerbaijan opened schools with different functions and curricula. According to the charter of uезд (county) schools that prevailed in 1830-1854 in Baku, Ganja, Nukha, Zagatala, Shamakhi, Guba, Nakhchivan and Ordubad, geography has been most certainly taught at the three-grade schools. In 1874, according to the new Charter on Primary Public Schools, the teaching of geography, along with other secular subjects, was included in the curriculum of primary

schools in all cities. The school in Shusha was the largest both in the Caucasus and in Tsarist Russia. However, despite the popular appeal, Tsarist Russia has tried to delay the opening of schools in every village of Azerbaijan under various pretexts. In 1892, the director of the Aghjabadi village school, A. Mukhtarov, began his observations of the atmosphere together with his students [3, p.122]

Geography was also included in the curriculum of ‘railway schools’ opened in

Ganja, Hajigabul and Baku in 1888-1896 and the ‘Sunday schools’ in Shamakhi, Nukha, Ganja and Baku in 1881-1896. In the 1870s, geography became part of the curriculum based on the European pedagogical standards in Russian-Tatar and Russian-Muslim primary schools in Azerbaijan. [3, p.162]. Geography was also one of the subjects taught in the Russian-Azerbaijani school opened in Baku in 1887.

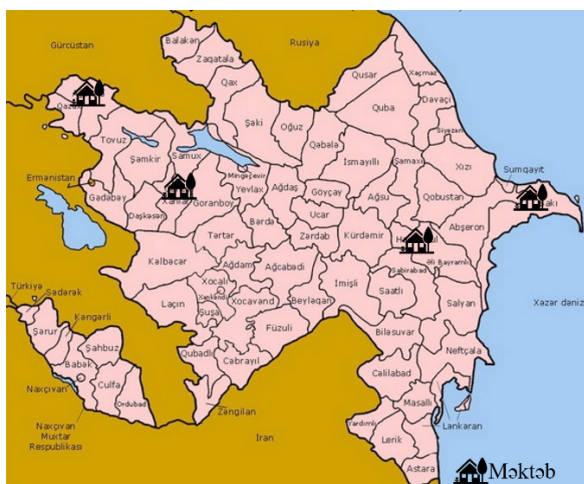


Figure 1. Railway schools (1880-1899)

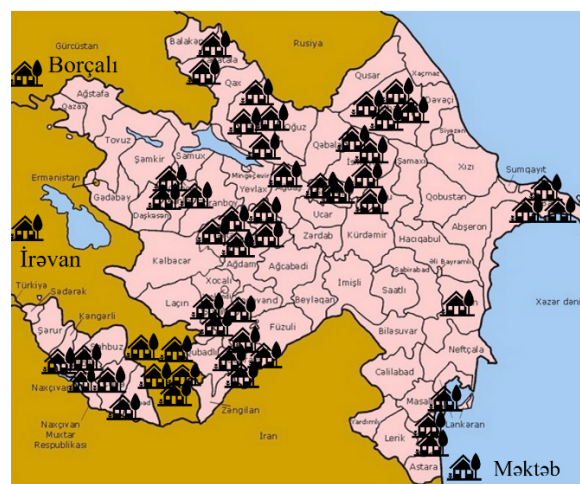


Figure 2. Rural schools (1888-1893)

In the same vein, geography has been taught at the Saint Nina girls’ schools founded in 1874 in Baku and later in Ganja, Shamakhi, and Shusha. In 1901, the curriculum of a new type of school opened in Nukha included the subject of Russian Geography.

With the establishment of the Azerbaijan Democratic Republic on May 28, 1918, the new government developed the principles of and regulations for the Unified Labour Schools approved in August 1918 at the First Congress on Education. In the 1920 curriculum, geography was allocated 11 teaching hours in total (3 hrs for six-graders, 2 hrs for seven-graders, 2 hrs for eight-graders and 4 hrs for nine-graders) [5, p. 337-339]. If we compare this indicator with that of other subjects (15 hours for physics, 27 hours for biology, and 31 hours for sociology and history), we can see that geography was rather underestimated in terms of its importance for the personal and economic development. Yet geography was included in the curriculum, and

it was a requirement to acquire geographical knowledge and skills in all schools of the republic. Despite the small number of hours, the issue of teaching geography was partially resolved.

To meet the growing demand for education in Azerbaijan, one of the key challenges was solving the problem of the shortage of teachers. It was necessary to create an army of teachers who could teach perfectly in their mother tongue. Therefore, in accordance with the October 16, 1920 decision of the Board of the People’s Commissariat of Education of the Azerbaijan SSR, more than three thousand teachers have attended re-qualification courses to improve their teaching skills. People’s Education Departments have been established in the shortest period in Sheki, Zagatala, Ali Bayramli, Shusha, Aghdash, Lankaran, Shamakhi, Gazakh, Ordubad, Khanlar, Nakhchivan, Aghdam, Ganja, Garyagin, Guba, Lachin, Goychay, and Baku. Another

education facility established in that period was the M. A. Sabir Pedagogical School in Baku. In the 1920-1921 academic year, there were 4 teacher seminaries in Azerbaijan (Baku, Ganja, Gazakh, Nukha) operating as the first secondary specialised pedagogical educational institutions teaching in the Azerbaijani language [10, p.17]. One of the three one-year higher pedagogical training courses opened in Baku by the Decision of the People's Commissariat of Education of Azerbaijan dated November 17, 1920 to train staff for secondary schools and secondary special educational institutions was Tabiiyat-Joghrafiya. However, there was a great demand for a modern higher level school for training teachers.

Also, a large number of Education Societies have been established to develop education in Azerbaijan, to solve the issue with tuition fees, to provide education for children from the poor families, to build new and modern schools. Founded on August 1, 1906, Nashr Savad ve Maarif Society was supported by the Baku millionaires and government leaders. The following education societies have operated in Azerbaijan in different periods: Salyan Education Society, Holy Ripsim Society in Yerevan (established by the wives of the Azerbaijani noblemen to provide education to girls), Baku Muslim Charity Society, Balakhany Education Society, St. Nina Society and St. Mary Society (both for girls), Ganja Muslim Charity Society, Yelizavetpol Muslim Charity Society, Shusha Education Society, Nukha Society for Proliferation of Education among the Muslims, Nijat Cultural and Enlightenment Society, Shafah Society. In addition, there were 10 educational societies in Baku and 3 in Ganja [11, 12]. All these education facilities have been established and supported by educated people, the rich, the nobles and their wives. The objective was to build new public schools, exempt children from the poor families from tuition fees, provide scholarships for outstanding students, provide scholarships for Azerbaijani students studying abroad and in the prominent Russian institutions, and to educate the population about state laws and innovations.

On August 26, 1921, Nariman Narimanov,

Chairman of the Council of the People's Commissars of Azerbaijan, signed Decree No. 66 'On the Establishment of the Azerbaijan State Pedagogical Institute for Men [10, p.18]. In the 1923-1924 academic year, the higher pedagogical institutes for men and women were merged into a single Higher Pedagogical Institute (API). Along with other departments, there was the Department of Geography and Nature. Initially, the staff of the institute consisted of the scientists invited from various Russian universities. In the 1927-1928 academic year, API was merged with the Azerbaijan State Institute due to the lack of funding. In 1930, by the decision of the Council of the People's Commissars of the Azerbaijan SSR, API was independently subordinated to the People's Commissariat of Education, and by the decision of the Scientific Council, two (Economic Geography, Mineralogy and Geology) of the established 26 sub-departments of the institute belonged to the Department of Geography. In 1933, the institute began the admission of postgraduate students. The first group included 25 students who began fundamental research in various disciplines but geography. At the end of 1934, API ranked the third among the higher pedagogical institutes of the USSR for the quality of education. It was renamed to the Vladimir Lenin Azerbaijan State Pedagogical Institute and awarded the Order of the Labour Flag. Thus, it was possible to finally solve the issue of the teaching staff with higher education in Azerbaijan.

On May 15, 1934, the Council of People's Commissars of the USSR and the Central Committee of the USSR adopted a resolution on the teaching of geography in primary and secondary schools to ensure the training of geographers. According to the decision, it was considered necessary to revise the curriculum and textbooks on geography. Particular attention was attached to the content of geography taught in different classes of secondary schools, the age of students, the volume of knowledge and skills provided, as well as the development of new textbooks. The resolution also included the names of authors who would write new textbooks by June 1935 [13].



In 1935, new geography textbooks were written in Russian in Moscow, then translated into Azerbaijani and published in Baku. As a result, the issue of textbooks written in the mother tongue was solved since the day all schools in Azerbaijan began using the same curriculum and textbooks.

Since Azerbaijan gained independence, textbooks have been written and published by local geographers and distributed to students free of charge. Modern textbooks are published by grades under the title 'Geography'. The structure of textbooks differs from the previous ones, as the authors try to meet modern requirements. However, modern textbooks have obvious drawbacks.

The teaching of subjects in Azerbaijani schools also made it necessary to develop an appropriate methodology of teaching. To solve this problem and provide methodological assistance to geography teachers, in 1933-1934 B. Asgarov (no detailed information about the author is available yet) authored a textbook named 'Workbook' for 4th- and 5th-graders. He published one of these aids together with G.R. Mirzazade. All three workbooks were printed in Arabic-Persian script and included graphical content, maps, etc. The goal with all the tasks included in the textbook was to develop the pupils' thinking and develop them as patriots. These textbooks can be considered as a scientific basis for the methodology of teaching geography in Azerbaijan [14-18].

During the Second World War, with the mobilisation of teachers and the weak financial status of the institute, ASPI rejoined the Azerbaijan State Institute in 1941. On October 1, 1943, the institute regained its independence. In 1947-1948, ASPI saw the birth of new methodology departments with new functions to develop the teaching methodology of the institute. However, there was not methodology of teaching geography was not included among them.

During the research, it was necessary to divide the methodology of acquiring geographical knowledge and skills in Azerbaijan into 2 groups:

1. Folk geographical methodology;

2. Scientific geographical methodology.

The source of the folk geographical methodology is the people of Azerbaijan. Traditionally, the older generation passes on their experiences and observations they have learned from their grandparents in the course of daily lives and economic activities to the younger generation. The process of studying and teaching the methodology of geographical knowledge and skills continues to this day.

Children in Azerbaijan receive rich knowledge from their family members about the world and its phenomena, the land, plants and animals living around them. The older generation plays a key role in teaching the world to children. The teaching of geographical knowledge is based on the experience and observations of the older generation. Children get geographical knowledge and experience as they observe, use and learn how to conserve natural components in their lives and economic activities with adults. That's how the family members pass the traditional methods, geographical knowledge and skills to the younger generation. Thus, the study of methods used for teaching and learning geographical knowledge and skills was important for the present study. To learn the folk methodology, it was necessary to apply to the older generation, and to find the right people to interview because no fundamental scientific research has been conducted in this field until our days.

The development of scientific geographical methodology has been an integral part of ASPI's activities. In 1950, director of the institute, Prof. M. Mehdizade, initiated fundamental changes in the field of education. On May 19, 1950, according to his order No. 153, the Teaching and Methodology Council (TMC) was established at the institute to improve the teaching and methodological work, exchange experience between the teaching staff and help young teachers. [10]. In 1955, for the first time in Azerbaijan, Prof. M. A. Zulfugarov wrote a thesis titled 'The methods of teaching geography of the Azerbaijan SSR' (supervisor: Prof. O. Osmanov), hence laying the foundation of scientific methodology in Azerbaijan [19]. In 1963, Prof. N. N. Allahverdiyev described



his scientific and methodological research in thesis entitled ‘The methods of organising and conducting geographical excursions’ based on the materials for the 5th-8th grades of secondary schools of the Azerbaijan SSR [10].

Unfortunately, geography does not have an independent faculty, which is slowing down the development process. The main problem is that as a result of the mergers, the valuable visual aids, maps and other teaching equipment got lost from the department and the associated museum of local lore. This has a negative impact on the training of teachers with professional, practical skills, as well as the development of scientific methods. During the independence, the institute was renamed to university, while the new leadership of the facility is trying to solve all the problems of the Soviet era and to apply international experience.

In 2005-2016 the development of methods for teaching geography have reached the highest level. This period saw the birth of various

scientific and methodological studies, as well as the theses written and successfully defended by Assoc. Prof. N. S. Seyfullayeva, Assoc. Prof. Z. H. Avdullayeva, Assoc. Prof. M. I. Verdiyeva, S. A. Khalilov, Sh. G. Rustamova, E. Y. Seyidova, I. I. Naghiyeva [10]. At the same time, each year 15-20 masters specialised in the methodology of teaching geography graduate the Department of Master’s and Doctoral Studies of the Azerbaijan State Pedagogical University. This provides a solid basis for the development of scholars specialised on the methodology of teaching geography.

The study of curricula did not take into account the magnet schools in these republics. In Russia, in addition to such schools, there are schools in different regions and even cities using different curricula. For this reason, only the general curriculum has been studied in case of Russia. The place of geography in the curricula of the post-Soviet republics is provided in Table 1.

Table 1. The place of the subject of geography in the curriculum of the republics [20-28]

#	CIS countries	Teaching of geography in various school grades (number of hrs per week)										
		I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1.	Azerbaijan						2	2	2	2	2	2
2.	Georgia							2	2	2	2	3
3.	Turkmenistan					1	1	2	2	2/1		
4.	Kazakhstan							2	2	2		
5.	Kyrgyzstan						2	2	2	2	1	1
6.	Tajikistan					1	1	2	2	2	2	
7.	Belarus						1	1	2	2/1		
8.	Ukraine						2	2	2	1.5		
9.	Russia					1	1	2	2	2		
10.	Uzbekistan			1	1	1	2	2	2.5	2.5	1	1
11.	Moldova					1	1	1	1	1	2	2

The table shows that the number of teaching hours for geography varies between the grades in the curricula of the post-Soviet republics after they gained independence from the USSR.

After Azerbaijan gained its independence, the authors of textbooks for secondary schools were asked to write methodological manuals for teachers. Teacher also knew that the knowledge and skills provided during interdisciplinary communication made sure that their students gained wholistic view on the topic. Also, the students were able to use the knowledge and skills acquired in various subjects in geography classes, and understood that they helped them develop a complex and wholistic view of the subject. In our days though the sub-standard for other subjects in the tables and current planning by topics provided in the manual for teachers is indicated in numbers and abbreviated form of the subject. This does not provide methodical assistance to the teacher to implement interdisciplinary integration.

**Conclusion.** Only a few studies have been carried out on the sector of education in Azerbaijan and its various directions. Primarily, it has been a subject of research among the select educators, who have analysed the issues from a pedagogical point of view. Key areas of these studies have been the opening of schools and the involvement of the local population in education. However, there has been little research on the methodology of the teaching process, as well as the methods and tools used in this process. Unfortunately, the recent research works focused on the Soviet education system only criticises it for the drawbacks. However, it is necessary to conduct fundamental research on the education and training system available in the country during that period. In particular, the rapid development of mass education in Azerbaijan in 1969-1990, when education has become a racetrack in and between various competing schools and institutions. Thus, it was a common practice among the students of the same grade and within the same class to compete with each other at the beginning of each academic year. Also, at special events attended by delegations from the district education departments, district administration

and various local newspapers the schools signed a competition agreement. At the end of the academic year, in mid-May, the parties to the agreement acted as a jury by watching the competition and announcing the winning class at the end of the ceremony. The results of the competition were published in regional and republican newspapers. Remarkably, the teachers and students of the losing school would not feel depressed, but prepared better to be the winner in the next competition.

Considering the above, the study presented the following results:

1. This paper highlights the importance of geography for personal development and examines, with examples and comments, the valuable views of internationally recognised intellectuals, statesmen, celebrities and scientists on the importance of studying geography as a science. It provides information on pedagogical research as the only one conducted so far in this area, describes the forms of schools opened in Azerbaijan before and after the Soviet period, presents the samples of selected curricula, and analysis of the research on the general pedagogical processes.

2. The education system of Azerbaijan has not been a subject of comprehensive scientific research and focused only on several areas. Despite the demonstration of the dependence of education on the interests of the imperialist forces, available researches lack specific information on the practical side of this dependence. Issues concerning the relations between teachers and students, schools and families, school management have not been studied in full. Nor have the methods of teaching various subjects, the mechanism of organising and conducting practical and independent works in classes, as well as the implementation of ethnographic works become the subject of research in general. Reasons behind the poor development of the methodology of teaching, especially the teaching of geography, the lack of scientific works on the methodology of teaching, especially the shortage of personnel qualified in methodology, and the lack of doctors of sciences in this field have not been clarified.

3. It is the first time the history of teaching

geography in secondary schools of Azerbaijan has become the subject of research. Author has studied the teaching of subjects in mollakhanas and madrasas in 9th-20th centuries, and identified the place of geography in the development of new curricula with the establishment of public schools in the country. She has studied the existing curricula in a number of post-Soviet republics after the collapse of the Union and provided a table showing the number of hours assigned for teaching geography in their schools.

4. Author investigates the contribution of Azerbaijani intellectuals to the opening of schools in the country, popularisation of education, creation of favourable learning environment, transition to teaching in the mother tongue and the solution of the textbook problem. She has provided information on the

educational societies established in Azerbaijan, their goals and objectives, as well as their role in education and enlightenment.

5. Author analyses the solution of the staffing problem through the provision of schools with qualified, highly educated teachers, as well as the organisation of training courses in different cities and the establishment of the Azerbaijan State Pedagogical Institute. She studies the teaching of geography and development of teaching methods, the reasons for delays in this area; she also shows that the technology of acquiring geographical knowledge and skills has been divided into two groups: popular methodology and scientific methodology. Author describes these groups by providing individual examples on each of them.

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## БОЛАШАҚ ПЕДАГОГТАРДЫҢ ӘДІСНАМАЛЫҚ МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУ

*Аңдатпа*

Мақалада болашақ бастауыш сынып мұғалімдерінің әдіснамалық мәдениетін қалыптастырудың маңызы өзекті мәселе ретінде қарастырылған. Ең алдымен, «Мәдениет» ұғымының эволюциясына толық талдау жасалып, даму перспективасы теориялық, әдіснамалық және танымдық себептермен ғана емес, әлеуметтік, кәсіби ұстанымдарына да байланысты екендігі айқындалады. Мәдениетті зерттеуде оның үш бағытта қарастырылатыны анықталады. «Әдіснама», «мәдениет», «әдіснамалық мәдениет» және «педагогикалық мәдениет» ұғымдарының өзара байланысты екендігі анықталып, педагогика әдіснамасына берген шет елдік және отандық ғалымдардың анықтамасына тоқталады. Педагогикалық мәдениеттің құрамды бөліктері талданып, әдіснамалық мәдениет педагог-зерттеушінің инновациялық кәсіби-педагогикалық қызметі процесінде қалыптасатыны және жетілдірілетіні көрсетіліп, мұғалімнің әдіснамалық мәдениетінің құрамы, мазмұны талданады.

*Түйін сөздер:* мәдениет, педагогикалық мәдениет, әдіснама, педагогикалық әдіснама, педагогикалық әдіснама деңгейлері, әдіснамалық мәдениет, әдіснамалық сауаттылық, әдістемелік рефлексия.

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## ФОРМИРОВАНИЕ МЕТОДОЛОГИЧЕСКОЙ КУЛЬТУРЫ БУДУЩИХ ПЕДАГОГОВ

*Аннотация*

В статье актуальной является проблема формирования методической культуры будущих учителей начальных классов. Подробный анализ эволюции понятия «культура» показал, что перспективы