

## PEDAGOGY AND EDUCATION

### From the history of the development of additional education

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**Abstract.** In our republic, as in all fields, successful reforms are ongoing in the field of education. Integration of Azerbaijani education into world education, adaptation to international standards, use of progressive world experience at all stages and levels of education serves sustainable development. The fulfillment of a global task, such as the transformation of material resources into human capital, requires, first of all, the introduction of new mechanisms at all stages and levels of education. The rapid flow of information in society results in the rapid change of knowledge and information. Even in the most perfect educational system, a significant part of the acquired knowledge loses its activity from time to time. Therefore, in the rapidly changing, globalized world, knowledge and skills need to be constantly renewed, improved, and reconciled with the requirements of the time. From this point of view, it is necessary to change and improve the professional knowledge of professionals working in all areas of public life, including teaching staff, both quantitatively and qualitatively. The continuous training of pedagogical personnel working in the field of education, who shape the intellectual potential of the society and the future of the nation, are considered the most leading direction in the state's policy, is needed today. Experience shows that the educational system of society's development poses many important problems, the realization of which depends on the level of professionalism of the teaching staff.

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Additional education in the Republic of Azerbaijan has gone through a unique historical development path. In the process of this historical development, all directions of additional post-diploma education (specialization, retraining, internship, education of the elderly) have been constantly improved and renewed both in terms of content and organization.

Even during the period of the Azerbaijan Democratic Republic, along with other directions of education, the education of the elderly was also in the center of attention. Thus, during the 23-month period of its activity, the government of the ADR organized literacy courses in individual cities to attract all classes of the population to education,

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and opened short-term (3-month) and one-year pedagogical courses for the purpose of training pedagogical personnel. Due to the increase in the number of schools, the teachers' seminary, which had been operating in Ganja since 1914, was reorganized on a national basis, and the teacher's seminary was opened in Baku. On June 22, 1918, the National Government of the ADR decided to transfer the Azerbaijan Branch of the Gori Teachers' Seminary to Kazakhstan. In September of the same year, under the leadership of Firidun Bey Kocherli, the Azerbaijani branch of the Gori Teachers' Seminary was transferred to Gazakh, and on November 10 (1918), the Kazakh Teachers' Seminary was inaugurated.

After the victory of the Soviet government in Azerbaijan on April 28, 1920, there was a great need for teachers due to the mass elimination of illiteracy among the population. At the same time, the level of training of existing teaching staff who had completed short-term courses was not satisfactory.

In 1922, the Azerbaijan National Institute of Education was established. Among the directions of activity of this institute, the issues of retraining of teachers, raising the qualifications of pre-school and out-of-school workers were also in the center of attention.

Between 1920 and 1929, the history of improving the qualifications of teaching staff in Azerbaijan can be divided into three stages:

1. Training of mass school teachers for the purpose of organizing short-term pedagogical courses (1920-1927 years). Sometimes teachers were re-engaged in these courses 3-4 times in different subjects, retrained and gained the right to teach up to the 7th grade.

2. 1927 - organization of summer retraining courses. During this period, "home pedagogical technical schools" (education at home) also operated to meet the demand for teaching staff, and all the retraining of teachers was concentrated in the hands of these technical schools. Summer refresher courses worked on a unified program based on the curriculum of those "technicums".

3. Organization of the educational staff training institute, which includes all retail training courses. All issues related to increasing the qualification and retraining of pedagogical personnel were included in the authority of this institute.

During the 10 years of its existence (1929/39 years),

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this institute, which was established according to the decision of the Board of People's Commissariat of Education of Azerbaijan, established many scattered institutions (pedagogical technical schools at home, part-time pedagogical faculty, part-time methodical courses). incorporated. At the same time, in order to stimulate the development of the network of part-time pedagogical education, the institute held part-time monthly training twice a year (in November and December) to improve the qualifications of teachers.

In 1932, 1,645 teachers graduated from the 6-month professional development courses organized at the institute (Кузница педагогических кадров. Azernesh, Baku, 1975, str.44).

Pedagogical courses were organized by the institute to improve the qualifications of the teaching staff of the minority peoples living in the republic, and for this purpose, relations were established with higher schools of other republics.

During the years 1931-35, 2676 teachers graduated from the training courses organized by the Azerbaijan Pedagogical Personnel Training Institute (Ibid., p. 44).

However, during this period, it was impossible to regularly involve all the teachers working in the republic in professional development courses, because there was a lack of highly qualified pedagogical personnel who could teach in these courses. All this had a negative impact on the quality of professional development and retraining in the field of pedagogical personnel training in the country. Moreover, as a result of the attestation, it appeared that the pedagogical personnel prepared did not meet the current requirements. Thus, "until June 1, 1938, 11,714 of the 15,071 teachers working in the system of the Commissariat of Education were tested during the attestation, almost half of them (6,029) successfully passed the attestation - secondary school teachers (1,170) and primary school teachers. teacher (4859 people) was able to get his name. 5079 teachers who could not pass the certification were given a respite to receive appropriate education, the remaining 606 teachers Im was dismissed because he could not cope with his work" (archive of the Ministry of Education of Azerbaijan, OMI fund, No. 23, sheet 112).

On May 25, 1939, the People's Council of Azerbaijan decided to establish a separate Teacher Training Institute under the Baku Department of Public Education.

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The Institute for Professional Development of Pedagogical Personnel (PKIAI) was transformed into the Institute for the Improvement of Teachers. The task of improving the professional training of teachers in the republic was entrusted to this institute.

"During the war years (in 1942), Baku MIT was merged with Republican MIT. At that time, one of the important problems facing the institute was to provide the courses with highly qualified teaching staff. In this period, even higher education and research institutions lacked highly qualified personnel. That is why the subject offices of the Azerbaijan Technical University were replaced by faculties. In 1942, 5 faculties (elementary school, language and literature, physics and mathematics, chemistry and nature, history and geography) were established in the institute.

In 1941-43, 278 lectures and reports were prepared for teachers, 83 seminars, two-week retraining courses for primary school teachers, and one-and-a-half-month retraining courses for seventh-grade school teachers were organized. (Mehdizadeh M. Essays on the history of the Soviet school in Azerbaijan. M., 1962, p. 208).

Among the teachers involved in teaching these courses were the employees of the Azerbaijan Technical University as well as the teachers of the pedagogical school. Among the graduates of the course in those years were 153 teachers of Azerbaijani language and literature, 97 teachers of physics and mathematics, 126 teachers of history and geography, and 87 teachers of Russian language and literature.

Despite the difficulties of the war period, in the following years, measures were continued to increase the qualifications of teachers and raise the level of professionalism. So, prof. Yusif Mammadaliyev, prof. Mikayil Rafili, prof. Abdulla Garayev, associate professor Mirali Akhundov, Rajab Efandiyev, Yusif Zeynalli were invited. 9 of the 31 workshops were related to elementary, 23 to incomplete and high school subjects. Workshops took place on the same day of the week after work for 1.5-2.5 hours.

In December 1945, in connection with the transition to the republican budget, seminar and course events were directed from Baku to the regions of the republic. In those seminars held once a week in 20 district and city schools, topics were prepared in advance and sent to the places. About 2,000 teachers were involved in the seminars (R. Mammadzade et al. Additional education in Azerbaijan: historical and modern

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problems. B: "Teacher", 2012, 170 p. (p. 19).

Later, preparatory work was started for teachers to undergo monthly improvement courses. These courses were planned to be held in zones. 1050 teachers united in 35 groups participated in these courses covering 8 zones of Azerbaijan (Khankendi, Nakhchivan, Salyan, Shamakhi, Shaki (Nukha), Aghdam). At the same time, such monthly courses were organized to improve the qualifications of 100 history teachers in Baku.

In the regions mentioned above, 200 primary school teachers who passed the courses were retrained and directed to teach in fifth-seventh grades of incomplete secondary schools.

Of course, it was impossible for all teachers to be involved in the courses due to certain difficulties of the war period. Therefore, counseling was carried out to help teachers. Such advice was given in written form for regional places, and in oral form for city school teachers. During the consultations, it was intended to cover all the issues of interest to the teachers and answer all their questions.

"By order No. 436 of the Council of Ministers of the Azerbaijan SSR dated June 18, 1946, the Ministry of Education and Culture was given a task to organize 1-month professional development courses for rural teachers of the republic from June 1 to August 1 of that year. A total of 840 teachers were involved in the courses, 90 in each region (Khanlar (Goygol), Zagatala, Fuzuli, Gazakh, Goychay, Shamakhi, Salyan, Lankaran). There were also retraining courses. Thus, monthly retraining courses were organized for 100 inspectors and methodists of regional public education departments and 30 Russian language teachers of rural schools in Baku. As a result, 970 village teachers were included in the summer refresher courses" (R. Mammadzade et al. Additional education in Azerbaijan: historical and modern problems - p. 20).

In the same year, although various courses were organized in elementary schools and subjects in sixteen districts of the republic, only  $\frac{1}{4}$  of the contingent came to those courses (228 people instead of 1100 people).

The call plan for courses was often not implemented. Harsh wartime laws It also manifested itself in the field of education, and teachers were sometimes taken to court and punished for truancy.

Even after the war, regular courses on improving the qualifications of teachers were organized. Thus, teachers of logic, psychology, and biology are involved in long- and

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short-term, monthly, annual, part-time courses, and they are taught by highly qualified specialists and university teachers. In addition to teachers, courses were opened for managers of public educational institutions, principals and heads of classrooms, managers and employees of children's homes.

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