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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**USE OF ETHNOGRAPHIC MATERIALS
IN TEENAGERS' EDUCATION IN SPIRIT OF LOVE
FOR NATIONAL AND MORAL VALUES
(ON THE BASIS OF KARABAKH REGION
MATERIALS)**

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Applicant: **Gulsum Rauf Sharifova**

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Scientific supervisor: Doctor of Pedagogical Sciences,
Professor
Lazifa Nagy Gasimova

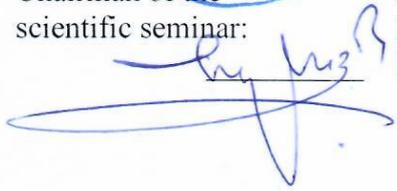
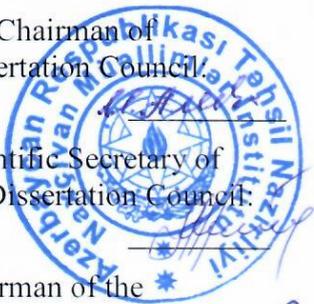
Official opponents: Doctor of Pedagogical Sciences,
Shahla Gasim Aliyeva
Doctor of Philosophy in Pedagogy,
Associate Professor
Nazakat Rasul Yusifova
Doctor of Philosophy in Pedagogy,
Farida Mikail Allahverdiyeva

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Giziltaj Tarverdi Shahbazova

Chairman of the
scientific seminar: Doctor of Pedagogical Sciences,
Professor
Rufat Latif Huseynzadeh



GENERAL DESCRIPTION OF WORK

Topicality of the topic and level of its application.

Assimilation of human and national-moral values is of special importance in terms of enriching personality of adolescent. Adolescents become more humane and more benevolent as they master, perceive and acquire moral wealth collected by mankind and respectively each nation over the course of history in the field of culture, morality, ethics, aesthetics and socio-political events and art in general. Their attitudes towards useful activities for the sake of society development become more conscious and stable. The adoption of advanced and progressive social ideas strengthens the sense of responsibility and obligation and civil stand of teenagers. The ideas of democracy, independence and national humanism, which penetrated into through socio-political life of our country in modern times, direct teenagers to a deeper understanding of domestic and foreign policy of our republic, to take an active position in the society and to grow up as a true citizen.

Our people has a rich specific historical past, national and moral values and traditions. Accurate and deep knowledge of this rich historical past, increases the sense of respect and love for our history, national and moral values and youth' national citizenship sense. Great leader Haydar Aliyev, who always respected symbol of national honour and national dignity, said: "Let's introduce ancient history of Azerbaijan and the way it passed for centuries to our citizens, scientists in all countries and people interested in our republic if we wish to present Azerbaijan in the world well as an independent state. Our morality, present and future culture of youth is connected with it. Because we cannot build our independent state properly in the future without knowing well and respecting our history and historical roots. Therefore, young people should know the history of their roots, of our republic, our people and live with a sense of patriotism, serving and care for the Motherland

today and in the future". Adherence to one's national roots is the highest moral value. National identity of every nation and every citizen is measured by attachment to their ancestral roots. Because national-moral traditions, cultural-national values of people always educated, brought up and eternalized it in the spirit of high morality for centuries. Each nation can be proud of its national, religious, moral traditions and values. National and moral values are the spirit of nation, the key to national morality, rich national wealth, love, soul, vow, covenant, a living monument that immortalized it.

People is creator of national and moral values, national customs and traditions. National and moral values, customs and traditions are born from life and its needs, and are connected with people's morality and moral norms. Each new generation does not only preserve national and moral values, customs and traditions that reflect the image of the previous generation along with passing from generation to generation for over thousands of years, but also renews them under the influence of the time, conditions and structure in which they live.

Today, our country needs more patriotic people who have adoration for national and moral values. Many effective forms, ways and means of educating young people in the spirit of love for national and moral values were created and developed.

One of the most convenient ways to study rich historical past of our people is to collect and explore materials on ethnography.

The experience of advanced sources shows that, schoolchildren get acquainted with historical and cultural monuments closely in places where ethnographic work is regularly organized, see them visually, get information about the monuments from older people and from relevant literature, listen to their conversations about their creators and who eternalized them. Finally, they move the events and people, these cultural monuments are related, to memory. The

participation of all schoolchildren at the marches organized to our cities and districts under the motto "Let's get to know our country" in initiative of President of the Republic I.Aliyev instills in them an endless love for our national and moral values.

We cannot make progress without studying glorious past of our people and evaluating it properly. Knowing our history, our historical past gives every teenager the opportunity to perceive himself/herself and people. Material-cultural remnants of our historical past preserved till today and the uncovered monuments are a real manifestation of inexhaustible creative power of the people.

Every fortress, every palace, every tower and every tomb that is part of our national and cultural heritage is connected with a certain period of our history. It is the responsibility of the younger generation to immortalize and preserve history written by the blood of our ancestors. The work carried out in concerning the study of ethnographic materials is even more important in the current situation and is the core of the whole educational work implemented in our schools, family and community. The usage of ethnographic materials is an peerless resource in instilling in teenagers a love for national and moral values. Adolescents' ethnographical activities develop their initiative, research tendencies and searching skills, using local facts and materials.

It is possible to familiarize with not only national and moral values of the region, but also its climate, fauna, flora, scientists, aged generation, natural resources, etc. through the use of ethnographic materials. Ethnography is the study of natural geographical conditions, history, culture, ethnography, customs and traditions of a land (i.e. country in the wide meaning of the word).

Ethnographic materials play an invaluable role in teenagers' gaining a wide knowledge of the flag, coat of arms and anthem, money (currency) of the state, orders and medals

established, i.e. important factors expressing the history of the country where he/she was born, its material and moral wealth, personalities it brought up and their social activity, state attributes of the country of residence, national symbol, as well as independence, existence, the highest dreams of the people in laconic, artistic, figurative language. It is no coincidence that, the flag, which is one of the state symbols is raised in the administrative buildings of the republic, the army, borders, sports competitions and is considered a symbol of honor and pride of the people. State flags are raised and anthems are sounded in honor of the foreign delegation and the state delegation leaving the country. The essence and importance of state attributes should be widely promoted among schoolchildren. Besides, respect of the young generation for the Azerbaijani flag, coat of arms and anthem should be instilled as a civic duty defined by the Constitution.

The necessity of the using ethnographic materials in adolescents' education in the spirit of love for national and moral values is due to the tense situation around the world, constant wars (in the interests of great powers), the looting of material and cultural monuments and cities, created over the course of history; teenagers' need to fight against cunning, insidious Armenians to protect Motherland, its land, richness, flora and fauna, to struggle, to be tolerant and agile, to act decisively with fanaticism of land and people's freedom. Every teenager patiently tried to stifle the abominable intentions of tyrannical Armenian nationalists, who have no national identity, normal human face, land and state due to their Turkic morals from the time immemorial. However, the tragedy that we are facing and the enemy's treacherous blow to our backs in these difficult moments, when time is out of control and nations decide their determination stimulated the whole people, especially teenagers and young people.

Courageous sons of the motherland were able to destroy the rotten and stinking Armenian stem that has taken root in

our lands, trying to assimilate each of our moral values and benefiting from its output. Adolescents seemed to have become masculine, also a symbol of invincibility, perseverance, material and moral strength; Babek's zeal, endurance, Koroglu's stallion, Shah Ismail's wisdom, Nasimi persistence, Nabi honour, Geray, Hazi and Hazrat Mehdi shout and heroism.

A strong inclination to freedom and independence, national patriotism, as well as attachment to the homeland, language, religion, ancestral homeland, respect for elders, dignity, chastity, decency, obedience to the grown-ups, a sense of national pride, etc. is typical in national mentality of the Azerbaijani people (national identity - G.Sh). These characteristics are reflected in the traditions, behavior, standards, psychology, folklore, literature and art, material and cultural monuments, religious beliefs, attitudes, etc. of our people.

There is a need to think and research on a topical issue such as educating young people in the spirit of love for national and moral values, and forming national identity consciousness at a time when national self-determination, national and universal values united with Islamic moral values. Because the study of issues related to national awakening, history, literature, culture, language, religion in our republic, seriously stimulated the education of adolescents on the basis of national mentality and strengthened the process of national self-awareness and self-affirmation.

One of the urgent factors that shows the topicality of the study is the attempt taking back our lands from Armenians. The pages of the courageous life of the sons of the Motherland, who fought for the liberation of our occupied lands from the enemy in the territory of the Karabakh region since September 27, 2020, notify about our national and moral values. The liberation of Karabakh region from Armenian terrorists, return to our national and moral wealth, a commitment to take

responsibility for its preservation is a form of expression of attachment to our homeland.

One of the conditions that makes the problem actual is continual attempt to erase national and moral values of our people from memory for many decades.

The process of restoring the forgotten traditions, national and moral values of our people in the conditions of independence, as well as preventing the cases of moving them away, returning our native language and religion to our memory and way of life, and development, began.

However, there are still people among our population, particularly, teenagers and young people, who are indifferent to our national and moral values and do not know anything about them. Our main task should be to educate individuals and citizens who immortalize and develop more our national and moral values and national traditions, and who are determined to pass them to future generations.

One of the important aspects of the urgency of the problem is the lack of systematic pedagogical and psychological study in the country up to now. In fact, many issues of theory and practice of moral education were studied in the works of M.M. Mehdizade, A.Y. Seyidov, M.A. Muradkhanov, H.M. Ahmadov, B.A. Ahmadov, A.Sh. Hashimov, H.M. Kazimov, Y.P. Talibov, A.A. Aghayev, S.M. Guliyev, L.N. Gasimova.

A.S. Bayramov, V.Y. Khalilov, Z.Z. Goyushov, A.M. Shukurov, B.H. Aliyev's works provide valuable insights into ethnic psychology, aesthetics and Islamic culture.

The dissertations of L.N. Gasimova, B.F. Apoyev, O.G. Hasanov, H.H. Abdullayeva, I.N. Jabrayilov, S.H. Gasimova and others are closer to the problem we are researching. Thus, L.N. Gasimova studied the research of the native land (NAR) as the means of patriotic education, B.F. Apoyev -use of ethnography in primary classes as an impact on the quality of teaching, while O.G.Hasanov- the usage of ethnographic

materials as the means of moral education, H.H. Abdullayeva- the usage of ethnographic materials in the effective teaching of literature, I.H. Jabrailov studied the use of historical and cultural monuments as a means of forming a national self-consciousness.

We set a goal to study the topic "The use of ethnographic materials in the education of adolescents in the spirit of love for national and moral values" (over the Karabakh region) taking into account the above-mentioned.

The object of research is the education of teenagers in the spirit of love for national and moral values.

The subject of the research is the process of using ethnographic materials (over the Karabakh region) in the education of teenagers in the spirit of love for national and moral values.

The goal of the research is to define effective forms and ways of work over the education of teenagers in the spirit of love for national and moral values, by using ethnographic materials (over the Karabakh region).

The following tasks were set in accordance with the **purpose of the study** and the employee's hypothesis:

- to study theoretical and methodological issues of national-moral values;
- to study the application of national-moral values in psychological-pedagogical and methodical literature;
- to determine the place of national-moral values in programs, textbooks and teaching aids;
- to clarify the possibilities of classes upon teenagers' education in the spirit of love for national and moral values by using local lore materials;
- to study the possibilities and productive ways of educating teenagers in the spirit of love for national and moral values through extracurricular activities and ethnographical materials in the family.

Research methods. Methodological basis of the research is a set of principles, methods and theoretical analysis in the study of problem, observation, interview, oral and written questionnaires testing, generalization, pedagogical experiment.

Basic provisions of the thesis. Main provisions of the study to be maintained are as follows:

- Involvement of ethnographic materials in the training and education of teenagers is an integral part of the work over their education in the spirit of love for national and moral values;

- The essence and content of national-moral values, scientific generalizations about their role in the formation of the Azerbaijani people, the ideology of Azerbaijanism;

- Determination and analysis of the place of ethnographic materials, Azerbaijan oral folk literature, Islamic culture, our burdensome history in the formation of national-moral values of teenagers, their educating in the spirit of love for them and its results;

- The usage of ethnographic materials is coordinated with the educational process and is aimed at educating teenagers in the spirit of love for national and moral values.

Scientific innovation of the research. It is the first research work dedicated to ethnographic materials' being an invaluable tool in educating teenagers in the spirit of love for national and moral values.

The problem is scientifically substantiated, the potential of educating teenagers in the spirit of love for national and moral values through the use of ethnographic materials in literature, Azerbaijani history, geography programs, textbooks and teaching aids was displayed. Effective forms and ways of educating teenagers in the spirit of love for national and moral values through ethnographical materials' study during teaching process, extracurricular activities and in the family, were identified.

Theoretical and practical significance of the research. The results of the research, scientific generalization and recommendations will theoretically arm teachers, educators and parents in effective setting up the education of adolescents in the spirit of love for national and moral values with the use of ethnographic materials (over the Karabakh region).

The research will provide methodological assistance to literature, history and geography teachers, head of class and parents in organizing education of schoolchildren, especially adolescents whose self-esteem recently formed, in the spirit of love for national and moral values through ethnographic materials.

The results of the research can also be applied in the improvement of programs and textbooks in relevant faculties of higher and secondary vocational schools, as well as in institutes of professional pedagogical development and retraining.

Approbation and application. The provisions, content and essence of the research were presented and discussed at international and national scientific-practical conferences and scientific seminars of the Department of Pedagogy including:

□ V Republican scientific-practical conference on "Education and Society" devoted to the 90th anniversary of nationwide leader Haydar Aliyev (Baku, 2013).

□ VII Republican scientific-practical conference on "Education development strategy and its realization" dedicated to the 92nd anniversary of nationwide leader Haydar Aliyev (Baku, 2015).

□ Republican scientific-practical conference on "Actual problems of modern times and social sciences" dedicated to the 25th anniversary of the Faculty of Social Sciences and Psychology (Baku, 2016).

□ IX Republican scientific-practical conference "On modern times and education" dedicated to the 94th anniversary of national leader Haydar Aliyev (Baku, 2017).

□ X Republican scientific-practical conference on "History and modernity in education" devoted to the 95th anniversary of national leader Haydar Aliyev (Baku, 2018).

14 scientific works, as well as 9 scientific articles and 5 conference proceedings over the topic of the dissertation were published in general.

Name of the organization, the dissertation work implemented. The dissertation work was implemented at the Department of Pedagogy of Baku State University.

The structure of the dissertation. The dissertation consists of an introduction, 3 chapters, 7 sub-chapters, conclusion and proposals, as well as a list of 166 references.

Introduction interprets the relevance, level of usage, object, subject, purpose, objectives, methods, scientific innovation, theoretical and practical significance of the topic.

The first chapter of the dissertation, entitled "**Theoretical and methodological bases of the usage of materials of the Karabakh region in the study of national and moral values**" consists of three sub-chapters. The first sub-chapter, called "*The essence, scientific-theoretical and methodological basis of national moral values*" shows that, educating students in the spirit of love for national and moral values means mastering national self-consciousness, national memory, strong persuasion and high civic feelings. Definitely national-self consciousness is considered to be a set of attitudes to one's actions and behavior, way of thinking and views, also reflecting his/her feelings towards the nation and homeland to which he/she belongs. Important issues such as getting back to ancestral roots, the morals and pride of the homeland and other feelings are combined in its formation. National dignity, attachment to the land and country, respect for elders, pride, determination of citizenship are nourished by this root and call on the new generation to be educated in the spirit of love for national and moral values. National-moral values are grouped in the sub-chapter as follows:

- national and moral values come from genes,
- derived, nationalized national-moral values,
- universal national-moral values.

National and moral values with genetic content are formed before the birth and improve from time to time. Genetic values rationally classify people's moral lives. These values are closely related to the meaning of human existence, are codified in culture and embedded in traditions and customs.

The list of national-moral values includes the values formed mainly by the consolidation-covering of moral values of the aboriginal descendants. So, Azerbaijani people further enriched its moral values on the basis of inheriting Islamic culture from Arabs, statehood values from the Sassanids and Seljuks.

There are values belonged to the Azerbaijani people, which also have a universal content. These values include morality, patriotism, heroism, humanism and so on. can be entered. Although many works were written on various fields of our national and moral values since the restoration of our state independence, there was always a necessity to study it in terms of modern requirements and create a system to ensure its comprehensiveness.

The second sub-chapter, entitled "The level of statement and usage of national-moral values in pedagogical-psychological literature" clarifies the question of their expression in the pedagogical-psychological and methodological literature on the education of adolescents in the spirit of love for national-moral values. The topics that allow schoolchildren to be educated in the spirit of love for national and moral values are grouped and systematized in V-IX classes.

The third sub-chapter entitled *"The place of national and moral values in the program, textbooks and teaching aids"* identifies the place of the problem in the existing curricula, textbooks and teaching aids and comments on them. The topics

that allow the study of national and moral values are systematized in a complex way in the curriculum and textbooks of literature, history of Azerbaijan and geography taught in V-IX classes.

The second chapter of the dissertation is entitled *"The opportunities and ways of the usage of ethnographic materials in teenagers' education in the spirit of love for national and moral values in teaching process."* The chapter combines two sub-chapters. "The use of ethnographic materials in the inculcation of national and moral values allows to get acquainted with national and moral values of the native land, including its climate, fauna and flora, natural resources, traditions, scientists, older generation, celebrities, etc. The directions of using regional materials in the study of national-moral values were defined. This order includes the following:

- study of issues over theoretical and historical development of national-moral values;
- determination of direct connection of national and moral values with the country;
- the role of folklore samples of the region in national-moral values;
- connection of national holidays with regional materials;
- assimilation of historical monuments of the country as our national and moral values;
- formation features of national-moral values of ideas and their interaction with universal moral values, etc.

The carried out researches show that, schoolchildren always were in great need of learning their national and moral values. Topics that make available the study of national and moral values on the basis of regional materials have a significant impact on the attachment of adolescents to their ancestral roots, the formation of a sense of adoration for their homeland, people and values. The sub-chapter states that, the source of educating teenagers in the spirit of love for national and moral values should be Azerbaijani ideology and this

ideology should affect their thoughts, views and souls. The usage of ethnographic materials covering many areas serves to clarify the ethnic composition of local population, to reveal and organize the protection of historical monuments, to study oral folklore, local accents and dialects, to identify and preserve their regional traditions.

It is important to know a number of tasks committed in the study of ethnographic materials:

- to study the past and present day of the native land;
- to get acquainted with historical and cultural monuments;
- to get acquainted with the nature of the native land;
- to study the traditions of the land;
- acquaintance with life of famous personalities of the country, etc.

All of these have a significant impact on the upbringing of adolescents in the spirit of love for national and moral values.

The teaching of musical culture of Shusha, which is also called the conservatory of Azerbaijan and the eye of Karabakh, is valuable in educating of the younger generation in the national spirit. Because patriotism, loyalty, attachment to ancestry, humanism, heroism, love for the country and others are concentrated in this music.

The second sub-chapter is called "The opportunities and ways to educate schoolchildren in the spirit of love for national and moral values using ethnographic materials in the process of subjects' teaching". According to the implemented studies, the subjects taught in classes V-IX of secondary schools can be associated with ethnographic materials. However, there are also subjects which have greater opportunities to educate adolescents in the spirit of love for national and moral values on the basis of ethnographic materials. It includes literature, history of Azerbaijan, geography, etc. An approximate subdivision is provided in the textbooks of literature (V-IX), history of Azerbaijan (V-IX),

geography (V-VIII) which study the past, present, nature, underground and surface wealth, culture and art, customs and traditions of the native land and other problems. The texts in the literature textbooks of V-IX classes studying our national-moral values are grouped in the sub-chapter as follows:

1. Texts included into the group of pearls of oral folk literature;
2. Texts about patriotism, motherly love, heroism page;
3. Texts that allow to study the nature, wealth, flora and fauna, beauty of the native land;
4. Texts related to our national traditions;
5. Texts on subject of love to work and call to labour.

The research shows that, the influence of the works created by the greatest geniuses of mankind preserved through literature from the depths of centuries to the present day and has the potential to be passed on to future generations. We can say unequivocally that, the power of the word is stronger than even the most effective modern weapons. Folk sayings also have a relevant place in the work in this direction.

Love for the homeland, the land, its nature and prominent people, as well as traditions of heroism and fight have an important role amidst national and moral values inherent in the Azerbaijani people. Love for the motherland is one of the display forms of the liberation of the occupied territories of Azerbaijan from the Armenian executioners. There are a lot of texts in the textbooks on the education of teenagers in the spirit of love for national and moral values in classes V-IX. They are grouped according to their content as follows:

- Texts directly related to the Motherland;
- Texts related to the nature, beauty, flora and fauna of the region;
- Texts related to the life and activity of famous people;
- Texts related to heroism and fighting custom;
- Texts related to attitude, love and affection to cultural heritage.

It is known from the results of research and experiments that, the texts given in literature textbooks of V-IX classes are one of the most important tools in patriotic education of students. Let's take a look at the result of the experiment conducted on the basis of the Azerbaijani poem "I have it" in the 5th class literature textbook:

Table 2.2.3

Productivity results of the experiment on the poem "Azerbaijan" by S. Vurgun

Classes	Student number	Assesment of student answers				Success rate
		excellent	good	medium	dissatisfactory	
VII ^a – exer.	29	25	3	1	–	100
VII ^b – control	26	5	10	6	5	75,1

Thus, the topics covered in the literature textbooks of the 5th class are important in terms of the problem due to the results of interviews, observations, questionnaires and experiments. The subject of Azerbaijani history (V-IX class) is also very significant in educating teenagers in spirit of love for national and moral values. "Albanian power Javanshir", "Instead of living for forty days as a slave", "Dada Gorgud" historical chronicle of our country, "Azerbaijan's iron gate Derbent", "Long-lived state-Shirvanshahs", "Ruler of Aghgoyunlu state", "Gulustan fortress, or Azerbaijan ", "Last Conqueror of the East ", "Gandja Khanate", "Bloody January", "Khojaly Genocide", "Establishment of the National Army of Azerbaijan (V class)", "Karabakh kurgans", "The oldest human settlement in Azerbaijan is in Karabakh", "Manna economy and culture" (VI class), "Foreign policy of the Aghgoyunlu state" (VII class), "Azerbaijani khanates", "Freedom movement

under Babek's leadership", "Mongols in Azerbaijan", "Azerbaijan in XV century. Culture ", "Culture in the period of Azerbaijan khanates "(IX class) and others provided in the Azerbaijani history textbooks are of this kind.

The conducted researches show that, each of the texts given in the textbook of History of Motherland of the 5th class plays an important role in educating students in the spirit of love for national and moral values directly or indirectly. The text of the historical chronicle of our country- "Kitabi-Dada Gorgud" is of great importance. The teacher, who taught the topic for the experiment, considered it expedient to fill in the table by teenagers on Dada Gorgud in order to determine level of their mastering national and moral values.

Table

2.2.4

Dada Gorgud			
Heroism and courage examples	Family traditions	Standards issues	Attitudes towards women

The subject of geography, taught in classes V-IX is also very important in terms of problems in the sub-chapter. The topic "the Caspian Sea" given in geography textbooks of VIII class is very necessary in educating teenagers in the spirit of love for national and moral values. The teacher compared features of Hakari and Bargushad Rivers in Karabakh, the Caspian Sea and made peculiarities clear while teaching the topic. The results of the experiment conducted over the Caspian Sea topic indicated its successfulness from the aspect of the problem.

Table 2.2.5

Classes	Number of students	Questions	Answers					Percentage indicator
			detailed	satisfactory	wrong	dissatisfactory		
VIII ^a – exper.	29	1	20	6	3		100	
		2	21	5	3			
		3	24	4	1			
VIII ^b – control	28	1	5	6	10		74	
		2	6	4	10			
		3	9	6	11			

As it can be seen from the table, a successful result is obtained when each subject taught is combined with ethnographic materials.

The third chapter of the study is entitled "*The importance of extracurricular activities in the education of teenagers on the basis of national and moral values using ethnographic materials*". The chapter includes three sub-chapters. Educational impact of the discussion on the formation of adolescents in the first sub-chapter, entitled "*The opportunities for the use of ethnographic materials in students' education on the basis of national and moral values upon the discussion of works of art*" is rather great. It is necessary to treat it seriously and responsibly in this regard. It was considered expedient to approach the discussion from the point of view of the problem content when defining works for the discussion:

- Art work must have educational effect;
- The selected work must have scientific and pedagogical essence;

- It must be distinguished by the urgency of the issue raised;
- Materials that reflect national and moral values must be preferred while choosing works of art;
- Works related directly to the region studied should be selected for discussion;
- The usage of works by authors living in the region should be considered more appropriate;
- Selected works should be coordinated with the training material of the class;
- Discussion of art works should be regularly held throughout the year and appropriate for adolescence age;
- Works for discussion should be preferably selected by students;
- The discussion should be held in a completely independent environment and evaluate students' opinions and views;
- The outcome of the discussion must be precisely evaluated.

Questionnaires, essays and experiments conducted in terms of these requirements, as well as the work experience of leading teachers confirm this idea, which was identified in the course of the research to some extent.

The topics of appropriate disputes over classes were identified and their holding ways were highlighted in the *second sub-chapter*, entitled "*The influence of disputes on the education of adolescents in the spirit of love for national and moral values*". The disputes should be able to cause a high mood and use ability of teenagers to express their opinions thinking about their self-dependence, prove their thoughts, respect the opinions of others, regulate their behavior and so on.

The third sub-chapter is entitled "*The opportunities of education of teenagers in the family in the spirit of love for national and moral values on the basis of ethnographic materials*". It is noted in the sub-chapter that, family also has a great role in educating children in the spirit of love for national and moral values. Traditions, ceremonies, respect for the

elders, approaching the child with love in the family, patriotism, mutual respect, protection of our lands, love to our lands, patience, hospitality, etc. have a profound impact on the formation of the growing generation. The claimer shows that, teenagers are usually eager to imitate adults in everything and to show a sense of kindness. In fact love for national and moral values, i.e. personal example of parents, sincere behavior in the family, mutual respect, esteem for elders and youth, helping the needed ones and others become influential factor in the upbringing of adolescents.

The researches and observations show that, psychological environment created by the family is an emotional prerequisite for the family upbringing of adolescents. Family brings up children in terms of all rules of life, even all details. Psychological environment in which family formed is one of important conditions for educating healthy generation.

Family traditions have long been able to prove their viability in educating healthy generation due to the research. Although these traditions changed their character in the context of modern globalization and have an international character, they still preserve their national and moral rights and values. In spite of life's extending to a family's lifestyle and cultural ties, it still has national character. The upbringing of teenagers in the spirit of love for national and moral values in the family instill in them valuable feelings like positive emotions, discipline, responsibility, activity, selflessness, initiative, humanism, pride, generosity, hospitality, kindness, honesty, conscience, patriotism and Azerbaijanism.

It can be noted based on all of these that, the opportunities for adolescents to be educated in the spirit of love for national and moral values and to persevere in their preservation will expand in case systematic, colorful, regular extracurricular activities are organized and implemented.

CONCLUSION

One of the most urgent problems in modern times is discovery of optimal balance between the process of globalization and national-moral values. The process of globalization seeks to pass on to cultural and moral factors that determine national identity along with universal values through science-technics, technology in a deliberate or impartial manner. It is necessary to have first of all a well-thought-out concept of the needs to be protected, on the issues to purposefully preserve traditions and the moment for adopting and applying innovations in such a situation.

It can lead to the destruction of a young independent state, by suppressing its national and moral values under the name of globalization. Globalization, as an inevitably process in the international arena, cannot bypass the life of our country. National and moral values, which are main indicator of a nation's existence, are its most valuable asset. There is no doubt that, the greatest wealth of each nation is its national and moral values, traditions and cultural samples formed from these values. The preservation and the development of national mentality, national and moral values are important terms that determine historical past, present and future of the people and the nation. Nowadays one of the most important tasks of school and family is to educate teenagers in the spirit of love for national and moral values. The author tried to take certain steps to implement this task. The author tried to study and generalize theory and practice of educating teenagers in the spirit of love for national and moral values in the family on the basis of ethnographic materials during the teaching of subjects-literature, history and geography in V-IX classes of secondary schools and extracurricular activities.

The research conducted on the topic allows us to make the following conclusions and recommendations:

1. The connection of training and extracurricular activities with ethnographic materials, the study of the concept of ethnography has great socio-political, didactic and educational significance in teenagers' education in the V-IX classes of secondary schools in the spirit of love for national and moral values. It makes obvious the importance of the usage of ethnographic materials, the mastering of the training material, its quick and thorough comprehension on the one hand, while on the other hand, educational diversity of the materials' content allows to deepen in all its subtleties teenagers' moral education, particularly love and respect feelings for national and moral values [142, 150].

2. There are many opportunities of the usage of ethnographic materials in teenagers' educating in the spirit of love for national and moral values in the existing programs and textbooks for V-IX classes of secondary schools. However, a lot of factors that limit these opportunities exist. It is primarily connected with programs and textbooks. Thus, it embraces few and unsystematic inclusion of texts in programs and textbooks (in the latest programs and textbooks) in V-IX classes which increase impact of studying ethnography on teenagers' educating in the spirit of love for national and moral values , as well as superficial allocation of a place for questions, tasks and works that motivate students and teachers to study local lore materials, especially (cultural heritage) in the end of texts (poems, stories, epics, legends) of textbooks on separate subjects (literature, history of Azerbaijan and geography) and paying less attention to the usage of local lore materials by subject teachers in educating teenagers in the spirit of love for national and moral values. Students and teachers do not focus much on ethnographic materials at the end of the texts inside textbooks and subject teachers pay little attention to the usage of local lore materials over educating teenagers in the spirit of love for national and moral values [142, 144, 164].

3. Schools' public organizations neither involve, nor involve less teenagers in the research activities of the native land (organization of ethnographic museums, ethnographic groups, photo-montage on ethnography, exhibitions of albums and stands, etc). Adolescents participate in these activities most often as passive observers. The lack of technical resources (sound recordings, screens, television programs, etc.) at schools in this area and their improper application also have a negative impact on this work [149, 152].

4. There exist enough materials in the programs and textbooks of literature, Azerbaijani history and geography subjects for educating teenagers in the spirit of love for national and moral values. However, it is also a known fact that, they cannot introduce native land to teenagers on their own. It is necessary to determine optimal ways and means of teaching and to use them regularly and productively [144, 147].

5. The researches, explorations and searches show that, wide opportunities and rich materials are provided for educating teenagers in the spirit of love for national and moral values of our people in the process of teaching literature, Azerbaijani history and geography in V-IX classes of secondary schools. Azerbaijani literature, Azerbaijani history and geography are irreplaceable chronicle of our national and moral values. Every line of our literature, history and geography, wise words of sages, tales and epics, proverbs and sayings, riddles, bayatis and lullaby tell about moral values that our people are proud of. Definitely, teenagers pay attention to works of art, poetry, folklore (tales, epics, proverbs and sayings, lullaby and bayatis, poems, stories and prose, etc.), which represent our national and moral values during the teaching of literature. Each sample of our literature is characterized by our national and moral values such as honor, dignity, civic determination, rectitude, chastity, decency, devotion to the native land, language, religion, humanism, generosity, hospitality, national cuisine, friendship and

companionship, purity and modesty, diligence, propriety, respect and care for the elderly, grown-ups and women and humanism. Values such as attachment to the land, motherland, nationality, national statehood, Azerbaijani ideology, religious belief, steadfastness, courageness, fearlessness, bellicosity, heroism, wisdom, struggle against foreign hostiles, patriotism are taken as main criteria during the teaching of Azerbaijani history [142, 146, 148].

Teenagers obtain extensive knowledge about physical and geographical position, geographical structure, climate, nature, flora and fauna, population, labor resources, natural conditions, underground resources of our country, our country as a whole, the village, city, settlement, region we live, Turkic world, Islamic world, our national heritage (castles, mosques, palaces, caravanserais, tombs, bridges, etc.) at Azerbaijani geography class. Linking the teaching of geography with ethnography arouses teenagers' sense of national dignity, pride and also love for the native land and motherland [143].

6. Extracurricular disputes, educational activities, including extracurricular reading, discussions of literary and artistic works, movies, theater performances, thematic evenings; meetings with war and labor veterans, scientists and artists, excursions, photo-montage and stands dedicated to the country, its socio-economic, cultural development, great personalities, etc. are of great importance in the upbringing of teenagers in the spirit of love for national and moral values. Dense connection of these events with the ethnographic materials of the native land is more effective from educational point of view [152].

7. The application of modern technological means devoted to the native land: films, filmstrips, the Internet and computers, documentary sound recordings can be more useful in cultivating a love for national and moral values. These tools help teenagers to easily assimilate ethnographic materials and deepen their knowledge of the motherland [142, 151].

8. Child perceives the first morality experience: goodness, kindness, helping someone, evil and malice, honor, dignity, honesty, conscience, false, truth, industriousness, laziness, respect for parents and elders, courtesy, attachment for native land; friendship, courageness, bravery, zeal, simplicity and humility, bellicosity, chastity, love for moral values such as Azerbaijanism, etc. in the family. It becomes his/her beliefs, practice and ideals. Therefore, it is sacred patriotic duty of parents and school to take care of moral purity of children [146, 164, 165].

We make the following suggestions based on the general results of our research:

- The establishment of ethnographic samples, ethnographic museums in all schools of the country is one of the important tools in educating students in the spirit of love for national and moral values;
- It is expedient to collect materials related to the local area, region and school, information on the history, industry and agriculture of the city, settlement, district and village, to store them in ethnographic corners and museums and to teach them in relevant ethnographic museums;
- It is recommended to set up a "Young local historians" group, or "Young local ethnographers' group" in each school and involve teenagers and young people in local history activities in order to cultivate love, respect and pride for the homeland, national and moral values at schools;
- Ethnographic materials related to the native land should be given more priority when preparing programs and textbooks for V-IX classes;
- It is expedient to scrutinize the opportunities of using ethnographic materials in the program over the pedagogical course in "Teacher groups" of higher

institutions and studying its pedagogical, social and psychological bases;

- Mass media: in particular, television, radio and press, school libraries should pay more attention to the issue over education of adolescents and young people in the spirit of love for national and moral values.

In our opinion, successful implementation of these proposals at secondary schools in modern circumstance, through the study of the native land, the education of adolescents and young people in the spirit of love for national and moral values can ensure raising the work of pedagogical staff and family to the level of state measures.

Main results of the dissertation are reflected in the following works:

1. G.R. Sharifova, The concept of ethnography and its role in national-moral values// Nakhchivan: News of Nakhchivan Teachers' Institute, 2014, No. 4, p. 77-81
2. G.R. Sharifova, The opportunities of educating students in the spirit of love for national and moral values at geography lessons // Baku: News of the Pedagogical University, 2017. No. 3, p. 241-248.
3. G.R. Sharifova, The role of national-moral values in pedagogical researches // Nakhchivan: News of Nakhchivan Teachers' Institute, 2017. No. 3, p. 35-38.
4. G.R. Sharifova, Main directions of training children at school // Actual problems of studying the humanities. Baku: Mutarjim, 2012. No. 4, p. 278-281.
5. G.R. Sharifova, Nizami Ganjavi on family education // Baku: Azerbaijani school, 2012. No. 6, p. 78-83.
6. G.R. Sharifova, Moral norms in N. Tusi's "Morality Nasiri" // Materials of the V Republican scientific-practical conference

on "Education and society" dedicated to the 90th anniversary of the national leader Haydar Aliyev, Baku: 2013, p. 71-73.

7. G.R. Sharifova, Education of love for the native land // Materials of the VII Republican scientific-practical conference on "Education development strategy and its implementation" dedicated to the 92nd anniversary of national leader Haydar Aliyev, Baku: 2015, p. 501-502.

8. G.R. Sharifova, Our national-moral values // Materials of the Republican scientific-practical conference on "Modern time and actual problems of social sciences" dedicated to the 25th anniversary of the Faculty of Social Sciences and Psychology, Baku: 2016, p. 213-214.

9. G.R. Sharifova, National-moral values in ethnographic materials // Baku: 2014, p. 373-374.

10. G.R. Sharifova, Patience, endurance and wisdom as one of our national-moral values // Materials of the IX Republican scientific-practical conference on "Modern time and education" dedicated to the 94th anniversary of national leader Haydar Aliyev, Baku: 2017, p. 213-214.

11. G.R. Sharifova, The importance of ethnographic materials in the education of students on the basis of national and moral values during extracurricular activities // Materials of the X Republican scientific-practical conference on "Historicity and modernity in education" dedicated to the 95th anniversary of national leader Haydar Aliyev, Baku: 2018, p. 294-295.

12. G.R. Sharifova, National-moral values in textbooks // Learned vector on the Balkans, Bulgaria: 2020. No. 4, p. 31-33.

13. G.R. Sharifova, Use of ethnographic materials in the upbringing of children in the family in the spirit of love for national and moral values //Moscow: Azimuth of scientific research: pedagogy and psychology, 2021. No. 2, p. 325-327

14. G.R. Sharifova, National-moral values in family education // Exchange of scientific knowledge in the conditions of globalization, Collection of scientific works, Kazan.

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Address: Nakhchivan AR, Nakhchivan city, Heydar Aliyev Avenue 1, AZ7003, Nakhchivan Teachers' Institute

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