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**EFFECTIVE USAGE SYSTEM OF HEYDAR ALIYEV'S
HERITAGE IN EDUCATING PRIMARY SCHOOL
STUDENTS**

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ABSTRACT

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GENERAL DESCRIPTION OF WORK

Topicality of the topic and level of its application. The moral education of the growing generation and shaping as an individual are important in the modern education system. Today's reforms in the field of education highlight the need for radical changes at all stages of education, to be built in accordance with world standards. The process of education in accordance with modern requirements, especially in secondary schools, serves the development of moral and spiritual education of pupils.

We are not mistaken in calling education the cornerstone in the formation of personality. Azerbaijani educators and teachers have seen the progress of society and the happiness of pupils in education. Of course, when it comes to the education of the growing generation, along with education, learning is also emphasized, and as a result of their synthesis, we can achieve development and progress. The pedagogical process combines education with learning because we learn while teaching.

In the personal example and activity of the national leader of the Azerbaijani people Heydar Aliyev, we see the high value given to education and science. As Heydar Aliyev praised the status of an educated person in society, he was well aware of the international prestige of the educated society. After returning to government for the second time, the great leader, focused on everything from preschools to universities, considers the comprehensive development of the young generation to be the main source of progress, along with education, he created all conditions for growing up with high morals, national values and rich moral experience.

Today, the educational process continues on the basis of Heydar Aliyev's ideas and theoretical heritage. Starting from the preschool level of education, the formation of children and schoolchildren in the spirit of Azerbaijaniness, in line with their ancestral roots, at an intellectual level, is one of the most important tasks facing the education system.

The 1998 Law on the Rights of the Child states: "The state creates various institutions for the development of children's creativity,

aesthetic education, as well as assisting public organizations in establishing such enterprises”¹.

On June 15, 1999, the "Education Reform Program of the Republic of Azerbaijan" approved by the order of Heydar Aliyev was adopted.

Starting from primary school all these are an indicator of the attention and care for the development of children’s education. It is no coincidence that National leader Heydar Aliyev called children human spirituality, indicating that *children are our future*².

Education and knowledge gained without spiritual richness, spiritual culture will be meaningless and useless: “*One of the main tasks facing our youth is the issue of spiritual education, ... it is necessary to constantly conduct spiritual education and educate our youth in the spirit of high morality*”³.

When the great leader speaks of morality, he means national Azerbaijani patriotism, national dignity, military patriotism, national pride, national fortitude and conscience, hatred of the enemy, deep knowledge of the customs and traditions of our people, native language, unity of national and universal moral values, respect, honesty and adherence to principles, etc. presuppose such qualities.

The study of Heydar Aliyev’s heritage remains relevant. The periodic coverage of his work by researchers is the embodiment of its relevance. Works written in pedagogical, philological, and historical directions always raise the issue of studying a great leader. Among those who made significant contributions to the study of the problem in their research were I.Aliyev, A.Asadov⁴, L.Allahverdiyeva⁵,

¹ “Uşaq hüquqları haqqında” Azərbaycan Respublikasının Qanunu – Bakı, – 1998

² Əliyev Heydər: Mənəviyyat. Mənəvi dəyərlər. Mənəvi tərbiyə / tərt. ed. Ə.İsmayılov. – Bakı: "Müəllim" nəşriyyatı, – 2008. – 637 s.

³ Əliyev, H. Müstəqil Azərbaycan Respublikası Gənclərinin Birinci Forumunda nitq // Azərbaycan qəzeti. – 1996, – 6 fevral.

⁴ Aliyev, İ., Əsədov, A. Heydər Əliyev elm və təhsilin inkişafına böyük qayğı ilə yanaşırdı // “Azərbaycan” qəzeti. – 2010, – 9 aprel. – №74, – s. 3

⁵ Allahverdiyeva, L. İbtidai sinif şagirdlərinin ideya inamının formalaşdırılmasında Heydər Əliyev irsindən istifadənin elmi-pedaqoji əsasları: / pedaqogika üzrə fəlsəfə doktoru dis. avtoreferatı. / – Bakı, 2014, – 23 s.

K.Quliyeva⁶, S.Ahmadova⁷, P.Aliyev⁸, N.Khudiyev⁹, Y.Seyidov¹⁰, A.Samadov¹¹, M.Yusifov¹², T.Hüseynova¹³, M.Chobanov¹⁴, N.Jafarov¹⁵ and others. research should be noted. This is a vivid example of the fact that the heritage of Heydar Aliyev is constantly being studied. These works have made a great contribution to the study of the problem.

However, the works of these scientists do not take into account the study of Heydar Aliyev's heritage in the field of education, especially in the education of primary school pupils. In this regard, the dissertation is characterized by innovation.

The object of research is the education of primary school pupils.

The subject of the research is the use of Heydar Aliyev's heritage in the education of primary school pupils.

The aim of the research is to develop a scientifically based system of Heydar Aliyev's theoretical heritage in teaching primary school pupils and to identify the possibilities, ways and means of using it in the educational process, in extracurricular activities.

Research goals:

⁶ Quliyeva K.R. Heydər Əliyev irsində mənəvi tərbiyə məsələləri / pedaqogika üzrə fəlsəfə doktoru dis. avtoreferatı. / – Bakı, 2012, – 23 s.

⁷ Əhmədova, S. Heydər Əliyevin dil siyasəti. Monoqrafiya. / S.Əhmədova. – Bakı: İncə, 2010

⁸ Əliyev, P.B. Gənclərin milli-mənəvi dəyərlər əsasında tərbiyəsi / P.Əliyev, H.Əhmədov. – Bakı: Təhsil, – 2006

⁹ Xudiyev, N. Heydər Əliyev və Azərbaycan dili / N.Xudiyev. – Bakı: Təhsil, – 1997

¹⁰ Seyidov Y. Əsərləri. Heydər Əliyev və demokratiyanın şərəfli yolu: [15 cildə] / Red. N.Cəfərov. – Bakı: Bakı Universitetinin nəşriyyatı, – c. 5. – 2009. – 536 s.

¹¹ Səmədov, A. Ümummilli liderimiz Heydər Əliyevin Azərbaycanda təhsilə və təhsil xadimlərinə qayğısı / A.Səmədov. – Gəncə, – 2010

¹² Yusifov, M. Dahi şəxsiyyətin nitq fenomenliyi / M.Yusifov. – Bakı: Azərənşr, – 1997

¹³ Hüseynova, T.M. Şagirdlərin mənəvi tərbiyəsində bədii ədəbiyyatın təsir qüdrəti / T.Hüseynova. – Bakı: Maarif, – 1992

¹⁴ Çobanov, M. Türk dünyasının öndəri (H.Əliyev) (A.Qurbani Əbədiyaşar Komandan) / M.Çobanov. Bakı: Elm və təhsil, – 2004. – 407 s.

¹⁵ Cəfərov, N. Azərbaycanşünaslığın əsasları / Elmi red. H.İmanov; rəyçilər: T.Bünyadov, T.Hacıyev. – Bakı: Pedaqogika, – 2005. – 256 s

1. to reveal that the life and activity of the Great Leader is a key factor in the education of primary school pupils;
2. to find out at what level and in what forms the heritage of Heydar Aliyev is used in the education of primary school pupils;
3. to clarify the forms, means and methods of educating pupils on the basis of the scientific and theoretical heritage of Heydar Aliyev;
4. to identify opportunities to use the heritage of Heydar Aliyev in textbooks and teaching aids for primary school;
5. to recommend opportunities and means of the educational process for the formation of primary school pupils as Heydar Aliyev.

The methodological basis of the research consists of a combination of theoretical positions, principles, methods and tools used for understanding, modification, and systematization of pedagogical facts, phenomena and processes.

Research methods: The study includes observation, interview, experiment, analysis and synthesis, induction and deduction, generalization, classification, systematic approach, biographical method, historical-comparative, and other research methods.

Secondary schools No. 5, 7, 8, 16, 17 of Nakhchivan city, the secondary school named after Heydar Aliyev, secondary schools of lower and upper Buzgov village secondary schools, including 66 primary school teachers and 1460 pupils, took part in the study.

The main provisions of the dissertation:

1. Opportunities to use the heritage of Heydar Aliyev in the education of primary school pupils allow primary school teachers and educators to carry out educational work in the development of moral, ethical, patriotic, and aesthetic education of pupils and their formation as individuals.

2. Giving examples and quotations from Heydar Aliyev's theoretical heritage and ideas in primary school textbooks has a significant impact on the inculcation of ideological and political education, patriotism, humanism, diligence, kindness, etc. in primary school pupils, the growth of their intellect.

3. The development of the education of primary school pupils on the basis of the scientific-theoretical heritage of Heydar Aliyev and his personal examples, allow for the emergence of new forms and methods.

4. The possibilities and ways of using the heritage of Heydar Aliyev in the education of primary school pupils are scientifically and theoretically substantiated, pedagogical opportunities affect the development of junior schoolchildren, their spiritual wealth, and the effective organization of the educational process.

5. The fact that the content of primary school textbooks covers a wide range of topics related to various areas of Heydar Aliyev's heritage is a theoretical guarantee of the spiritual development of pupils as citizens connected with their people, homeland and land.

Scientific innovation of the research. The scientific innovation of the research can be explained by the fact that:

a) Theoretical and pedagogical foundations of educational work have been developed using the heritage of Heydar Aliyev in the education of younger schoolchildren;

b) The scientific-theoretical, methodological, ideological and political aspects of the influence of Heydar Aliyev's heritage on the formation of the personality of younger schoolchildren have been comprehensively studied;

c) Technologies for using the heritage of Heydar Aliyev as an example in educational work were identified;

d) The influence of the life and heritage of the great leader as the personality on the formation of the worldview and intellectual development of pupils has been determined.

The theoretical significance of the research is that:

- the use of the heritage of Heydar Aliyev in the education of primary school pupils enriches the formation of personality in primary education with scientific and theoretical provisions;

- the invaluable role of the heritage of Heydar Aliyev in the formation of moral and spiritual values among pupils, both in the learning process and in extracurricular activities is revealed;

- the possibilities and ways of using the heritage of the great leader by primary school pupils in determining their beliefs, convictions and

ideas in the future are being clarified.

The practical significance of the research. Materials on the possibilities and ways of using the heritage of Heydar Aliyev in the education of primary school pupils can be used in the specialties of pedagogy and methods of primary education, extracurricular reading classes in primary school, teaching “History of Pedagogy”, “History of School and Pedagogical Thought of Azerbaijan”. Determining the possibilities of using the rich scientific and theoretical heritage of the national leader in the construction of primary education also increases the practical significance of the research.

Approbation and application of research. Separate parts of the research, the materials covered by the problem and the results of the research as a whole were printed and approved.

6 scientific articles and 5 theses proceedings on the topic of the dissertation were published in general. In connection with the dissertation, 6 scientific articles were published in journals recommended by the Supreme Attestation Commission under the President of the Republic of Azerbaijan, including 4 presentations at international conferences and symposiums, and 5 theses were published.

Name of the organization, the dissertation work implemented. The dissertation was completed at the Department of Pedagogy and Psychology of Nakhchivan State University.

The structure of the dissertation. The dissertation consists of an introduction, 3 chapters, 9 sub-chapters, a conclusion, as well as a list of references. In the introduction - 13382, in the first chapter - 83871, in the second chapter - 170328, in the third chapter - 15031, in the conclusion - 3977, the total volume of the dissertation consists of 286589 characters.

MAIN CONTENT OF THE WORK

The introduction explains the relevance of the problem, the degree of development, the object and subject, goals and objectives, methods and theoretical foundations, the results of the author's research, scientific innovations, the theoretical and practical significance of the work, the importance of applying the results and, finally, the structure of the dissertation is defined.

The first chapter, entitled “**Scientific and theoretical bases of the impact of the use of Heydar Aliyev's heritage on the formation of pupils**”, includes three paragraphs. The first paragraph, entitled “**The heritage of national leader Heydar Aliyev as a pedagogical source**” shows that the life and creative political activity of Heydar Aliyev, a well-known politician of the civilized world, as well as his work, attracted the attention of many peoples and nations, his every action, every word, raised him to the peak of genius.

A great personality, with his strong, irreversible, and unbreakable will, has always fought for the freedom and independence of Azerbaijan and proved his national patriotism. He defined the concept of patriotism as the greatest task and goal for every Azerbaijani: *“Every patriot, every Azerbaijani who loves his nation and people must make voluntary efforts so that the independence of Azerbaijan becomes permanent and irreversible”*¹⁶.

Heydar Aliyev's ideas are inexhaustible. He put forward the idea of creating the concept of a national ideology, and also gave important recommendations on future work in this area, means and opportunities.

The great leader was one of the statesmen of the post-Soviet period with political experience and rich erudition. During his time as a high-ranking official of the Communist Party during the Soviet era, he gained experience, led Azerbaijan for many years, and at the insistence of the people, saved the state from the crisis for the second time. In the 20th century, the world recognized this political figure and was reckoning with him.

It is no coincidence that the historical destiny of Azerbaijan for

¹⁶ files.preslib.az/projects/toplu/umummilli-lider.pdf.

more than forty years is connected with the name of Heydar Aliyev. Changes that have taken place in all spheres of the socio-political, economic and cultural life of the people over the years are associated with his activities. Heydar Aliyev noted that every development depends on science and education¹⁷.

On his second arrival to power Heydar Aliyev, first of all, focused on education and science. For more than 30 years since the 70s of the last century, the formation and development of science, education, culture and economy in Azerbaijan have been directly connected with the name of the national leader. The integration of Azerbaijani education into European education, the creation of conditions for educated youth to study in prestigious universities around the world, the publication of samples of Azerbaijani literature, attention to cultural and art figures were the cornerstones of Heydar Aliyev's strategy.

A wide network of preschool, general education, vocational, secondary and higher educational institutions operating today in our country, a powerful scientific and pedagogical staff potential originate in the targeted policy pursued in the field of education under the leadership of Heydar Aliyev since the 70s of the last century, the implemented large-scale educational construction laid a strong foundation for future development.

The moral education of the younger generation, especially the formation of a personality from childhood, the acquisition of national-mental values were one of the important directions in Heydar Aliyev's strategy of statehood: "... *The education of the younger generation..., the formation of a spiritually rich, ideologically strong, highly moral personality is the most important task facing our society today*"¹⁸

Heydar Aliyev is one of the invaluable figures of the Azerbaijani people. His irreplaceability is measured by its heartfelt adherence to national moral values, ancestral roots, traditions, thinking of the people, caring for them, and so on. He said: "*Our youth must be*

¹⁷ Aliyev, İ., Əsədov, A. Heydər Əliyev elm və təhsilin inkişafına böyük qayğı ilə yanaşırdı // "Azərbaycan" qəzeti. – 2010, – 9 aprel. – №74, – s. 3

¹⁸ Əliyev Heydər: Mənəviyyat. Mənəvi dəyərlər. Mənəvi tərbiyə / tərt. ed. Ə.İsmayılov. – Bakı: "Müəllim" nəşriyyatı, – 2008. – 637 s.

educated in the national spirit, on the basis of our national and moral values”¹⁹.

Heydar Aliyev has a rich and inexhaustible heritage. This heritage is his and our national treasure. Among the riches inherited by the great leader, a rich theoretical heritage occupies a special place.²⁰

The great leader saw the future progress of the society by getting a perfect education. The main part of his heritage is his activities related to education, science, literature, culture and art, which play an important role in the formation of personality. These practical works are the main sources of the Azerbaijani style of work of the national leader, the national ideology of independent Azerbaijan²¹.

If the use of the theoretical heritage of Heydar Aliyev on loyalty and national-spiritual unity becomes the spiritual need of everyone, the ideology and morality of Azerbaijanism will be further formed and strengthened: *“One of the main tasks facing our youth is the issue of moral education, it is necessary to constantly conduct spiritual education and educate our youth in the spirit of high morality”*²².

It should be noted that scientific ideas related to spiritual culture are also important among the contributions in secondary schools. Thus, the examples of a spiritual culture incorporate a system of knowledge, skills and habits based on both national and universal values.

Reforms in the field of education left on the agenda the issue of transferring national and moral values to the younger generation.

In the "State Strategy for the Development of Education in the Republic of Azerbaijan" approved by the decree of the President of the Republic of Azerbaijan İlham Aliyev, mastering national and moral values is set as one of the main tasks of moral education of the young generation.

In the “State Strategy for on development of education in the Republic of Azerbaijan”, approved by the President of the Republic of

¹⁹ Əliyev, H. Müstəqil Azərbaycan Respublikası Gənclərinin Birinci Forumunda nitq // Azərbaycan qəzeti. – 1996, – 6 fevral.

²⁰ Ağayev, Ə.Ə. Seçilmiş pedaqoji əsərləri: [6 cilddə] / Ə. Ağayev. – Bakı: Mütərcim, – c. 1. – 2013. – 400 s.

²¹ Əliyev, H. Müstəqillik yolu. Seçilmiş fikirləri / H. Əliyev. – Bakı: 1997. – 611 s.

²² <https://lib.aliyevheritage.org/az/1228447.html>

Azerbaijan Ilham Aliyev, mastering national and moral values is set as one of the main tasks of moral education of the young generation. Nowadays, our schools remain committed to this task and teach children to assimilate and preserve the national and spiritual values that underlie the heritage of Heydar Aliyev. According to research, it can be said that the study of the great leader Heydar Aliyev means the study of his heritage.

According to the national leader, the upbringing of children is a nationwide affair, and in the successful fulfillment of this task, along with the school, a great responsibility falls on both parents and the staff they work with.

Besides the scientific and theoretical heritage of the great leader, his personality and activities have a great impact on the education of pupils: *"The more a person is attached to his homeland, nation, religion, language, the higher his morality"*²³.

The second paragraph of the chapter is entitled **"Spiritual education and its place in the study of the heritage of Heydar Aliyev"**. The paragraph notes that reforms in the education system today are based on decisions and orders of the government. The most important innovation in this direction was the document "Program of reforms in the field of education of the Republic of Azerbaijan", approved by Decree No. 168 of the President of the Republic of Azerbaijan dated June 15, 1999²⁴.

One of the important issues in terms of the implementation of the reform is the renewal of all levels of general education, including primary education. Education is studied as one of the important areas.

Approaches to this concept in scientific and pedagogical sources are different. In our opinion, the concept of "ethical education" is more specific than "moral education", and is formed on the basis of its (spiritual) richness.

The school has a more serious role in the development of moral education, and in the transformation of knowledge into belief. The

²³ Əliyev Heydər: Mənəviyyat. Mənəvi dəyərlər. Mənəvi tərbiyə / tərt. ed. Ə.İsmayılov. – Bakı: "Müəllim" nəşriyyatı, – 2008. – 637 s.

²⁴ Azərbaycan Respublikasının təhsil sahəsində İslahat Proqramının təsdiq edilməsi haqqında // <http://www.e-qanun.az/framework/5363>

moral education of children from the first stage of education and determining their active life position means achieving their goals. Family traditions, people's lifestyles, music, and fine arts, the heroic sons and daughters of the nation, and the life and activity of historical figures and famous people are the main factors that allow for targeted educational work.

In the pedagogical literature, education is a way used by the educator to achieve the educational goals and to effectively organize the educational processes. *The “step-by-step learning theory”, which is an innovation in the pedagogical science of Azerbaijan, helps the organizers of the pedagogical process to build educational work on a more efficient and reliable scientific basis*²⁵.

Research suggests that the concepts of moral and ethical education have both similarities and differences.

In the theoretical heritage of Heydar Aliyev, the formation of morality and the human factor is comprehensively reflected in school and university textbooks. The great leader knew that the issue of education and morality could not be implemented unilaterally, and this process should begin at an early age²⁶.

Spiritual education plays a key role in the formation of pupils' personalities in primary school. Since these qualities are closely related to morality and ethics, their inculcation is also part of spiritual education²⁷.

The first indicator of patriotism is the attitude to the mother tongue. Pupils should know that language is not only a means of communication but also an attribute that sustains the people and proves their existence²⁸. Giving the Azerbaijani language the status of the state language is also due to the name of the national leader Heydar Aliyev.

²⁵ Bağirova, T. Tərbiyə üsulları və onların düzgün tətbiqinin vacibliyi // “Təhsil sistemində gənc nəslin təlim-tərbiyəsi üzrə işin təşkili və onun yaxşılaşdırılması istiqamətləri” Respublika elmi konfransının materialları, – Bakı, – 2012, – 28 iyun.– s. 174.

²⁶ Əliyev, H.Ə. Müstəqilliyimiz əbədidir: [46 cildə] / H.Əliyev. – Bakı: Azərneşr, – c. 7. – 2006. – 520 s., s.175

²⁷ Abbasov, A. Pedaqogika. / A.Abbasov. – Bakı: Mütərcim, – 2013. s.273-274

²⁸ Kazımov, N. Məktəb pedaqogikası / N.Kazımov. – Bakı: OKA Ofset, – 2008.

The ethical and spiritual education of primary school pupils is carried out by the power of the *family-school-society* triangle. The sensitivity of a primary school teacher, a fair attitude towards pupils, pedagogical skills, the expectation of the measure in everything, honesty, culture and behavior are very effective tools.

The third paragraph of the first chapter is entitled **“The impact of the use of Heydar Aliyev’s heritage on the formation of primary school pupils”**. This indicates that with the second coming to power of national leader Heydar Aliyev, radical changes have taken place in the field of education. First of all, a number of documents have been prepared expressing the state policy in the field of education. In this regard, “The concept of general education in the Republic of Azerbaijan (National Curriculum)”, “Educational program in the education system of the Republic of Azerbaijan in 2000-2005” and so on. have a fundamental role. These program documents have intended new criteria for the content of education.

In the process of education and upbringing, the great leader demanded the creation of equal opportunities for all children, regardless of their financial and social status, caring attitude from the state and society. The application of these ideas made it possible to expand the content and form of work with children, and modernize the content and means of education²⁹.

Formation of ideas in pupils, and cultivating a generation of strong convictions took a major place in school education. In this case, the example of the life and activity of national leader Heydar Aliyev is irreplaceable³⁰.

National leader Heydar Aliyev, in addition to universal values in the field of moral education and spiritual culture, gave priority to the assimilation of national and moral values of the Azerbaijani people³¹.

²⁹ Əliyev, P., Namazov, S. Ümummilli lider Heydər Əliyevin ideyaları əsasında uşaq-gənclərin tərbiyə işinin yenidən qurulması // “Müasir təhsilin aktual problemləri” mövzusunda Respublika Elmi-praktik konfransı, – 2013, – 5 may. – s. 80-81

³⁰ Əliyev, H.Ə. Müstəqilliyimiz əbədidir: [46 cilddə] / H.Əliyev. – Bakı: Azər nəşr, – c. 2. – 1997, s.175-176

³¹ Əliyev Heydər: Mənəviyyat. Mənəvi dəyərlər. Mənəvi tərbiyə / tərt. ed. Ə.İsmayılov. – Bakı: “Müəllim” nəşriyyatı, – 2008. – 637 s.

Primary school teachers should not forget the opinion of Samad Vurgun in the learning process. He pointed out that not only to consistently interpret the existence of our people but also to glorify its spiritual life with great pride. This means that when every schoolchild learns that Vagif is a great poet, Javanshir is a great hero, Mubariz Ibragimov sacrificed his life for the Motherland, also should know that Heydar Aliyev is a great man who gave his life for the liberation of the land, the freedom of the people and the greatness of the nation, and should be proud of they are Azerbaijanis, they live on the land of Azerbaijan, they drink water and breathe the air of Azerbaijan.

In order to grow up schoolchild faithful to the national ideology and patriotic spirit, they need to know the personalities whose life activities and life experiences benefit our nation, people and homeland, to recognize the martyrs who died for the freedom of our homeland, it is necessary to achieve comprehensive knowledge about heroes of the novels they read, their lives, the environment, the political structure that surrounds these people. In this sense, the use of the heritage of national leader Heydar Aliyev allows us to achieve great success.

There is also a need to identify new challenges for teachers in education policy. Like all subject teachers, primary school teachers must demonstrate high professionalism and competence, along with the system of knowledge, skills and habits imparted in the teaching of each subject, but also ensure the formation of pupils as an individual³².

When we speak of spiritual culture, we mean the result of spiritual education. It must be in the process of continuous improvement and progress. For this reason, attention should be paid to human capital, through which attention should be paid to the development of the education system, additional education, lifelong learning, the development of spiritual culture.

It is necessary to educate future citizens of the country in the spirit of Heydar Aliyev's ideas, shape their ideological and political

³² Sadıqov, F. Pedaqogika / F.Sadıqov. – Bakı, – 2008, s.165

views on the example of the life and work of the great leader, and achieve their spiritual maturity. For this, the study of Heydar Aliyev's heritage should play an important role in the renewal of education.

The example of Heydar Aliyev plays an important role in the education of the younger generation. Therefore, on the example of Heydar Aliyev's life and activity in primary school, various forms and methods of educating pupils' convictions, a system of work to be carried out in this direction should be determined.

When studying textbooks of primary school, textbooks on "Azerbaijani language", "Life knowledge", "Music" and "Fine arts" were analyzed. Taking into account the period of literacy in the first grade, the textbooks of the second, third and fourth grades on the mentioned subjects were analyzed. Textbooks prepared on the basis of subject curricula revealed the problem in textbooks by analyzing topics that play an important role in shaping the spiritual culture of pupils.

Textbooks "Azerbaijani language", compiled on the basis of national curricula, contain a number of topics that characterize the spiritual culture. Although the textbook for the second grade "Azerbaijani language" reflects topics related to our national values, traditions and religion, none of them is harmonized with the national and spiritual culture of pupils. The same can be said about the textbook for the third grade "Azerbaijani language". In fact, most of the topics given in the "Azerbaijani language" textbooks are topics that allow the development of a national and spiritual culture of pupils. However, none of these topics have been explained in this context in both textbooks. Since most of the topics in the textbooks of the same name for both the third and fourth grades relate to moral education and patriotic education, class teachers undoubtedly interpret these topics in this context.

However, it is impossible to find a textbook in primary school, which would not reflect the wise words, images and exemplary thoughts of Heydar Aliyev. So it is possible to solve the problem based on the texts given in the existing textbooks. Also, if the heritage of the national leader is used effectively, it will be possible

to achieve the education of primary school pupils as rich spiritual youth in the future. At the same time, junior schoolchildren should know those who served the people, the country and the Motherland with their lives and activities, our martyrs and veterans who died for the freedom of Motherland and have a broad knowledge of the environment that educates these people.

National patriotism plays an important role in the study of Heydar Aliyev's heritage. It is known that, as in all areas of educational work, the foundations of patriotic education are laid in the primary grades, and at later stages, it is further developed. So it is important to regularly use the recommendations of the Great Leader³³.

According to the analysis and observations, we can say that the materials related to the heritage of Heydar Aliyev are not enough in primary school textbooks.

One of the important problems of the modern school is related to the teaching of historical heritage.

The first pages of primary school textbooks have a picture of the great leader. Teachers can have the opportunity to inform pupils about the national leader from the first lesson, to explain to them that the life and activity of Heydar Aliyev are very valuable and important for our people. It should be noted that the Great Leader knew both oral and written literature well, where appropriate, give examples from literary examples.

Our schools have already gained experience in the field of education on the example of Heydar Aliyev. This simplified the problem. An important way of education in primary school on the example of the life and activity of Heydar Aliyev is the learning process. The formation of pupils' convictions in ideas and the education of a generation of strong convictions should play a key role in school education.

The thesis "Healthy spirit in a healthy society" keeps the attention of teachers and educators on the development of children's

³³ Əliyev, P., Namazov, S. Ümummilli lider Heydər Əliyevin ideyaları əsasında uşaq-gənclərin tərbiyə işinin yenidən qurulması // "Müasir təhsilin aktual problemləri" mövzusunda Respublika Elmi-praktik konfransı, – 2013, – 5 may. – s. 5

physical education. The views of the great leader and the work on the importance of physical education and sports should be taught in small classes, along with the physical development of pupils, should be the focus of reminders of sports and physical development for patriotic, heroic, agile growth.

As can be seen, the foundation of understanding all the ideas and greatness of Heydar Aliyev's work is laid in the primary classes. Because it is in the process of primary education that the main components of ideological education - loyalty to the model of the national idea were determined by Heydar Aliyev, patriotism, reference to national and universal values, etc. are revealed

The first paragraph of the second chapter, **“Opportunities and ways of studying the heritage of Heydar Aliyev in the formation of primary school pupils”** considers **“The impact of using Heydar Aliyev's heritage in the learning process on the overall development of pupils.”** In primary school, pupils should get acquainted with Azerbaijani culture, art, and its famous representatives, and have to know that the great leader cares for the owners of culture and art, and cherishes their memories, both during their life and after their death.

Many topics related to Heydar Aliyev have been reflected in the “Reading” textbooks for children with hearing impairments. The second grade textbook has a separate section entitled “Heydar Aliyev's birthday”. The texts given in this section play an important role in the study of Heydar Aliyev's heritage.

The use of the great leader's wise words in the learning process, and their connection with the topics allows pupils to enrich their ideas about statehood, Azerbaijanism, the ideology of national unity, and moral and spiritual qualities.

The personal example, opinions and scientific heritage of Heydar Aliyev, as well as the opinions of famous personalities and statesmen about his life, and political activity play a role in the education of pupils.

The second paragraph of the second chapter is entitled **“Opportunities and ways of using Heydar Aliyev heritage in the teaching of the Azerbaijani language”**.

The paragraph notes that one of the national and moral values that the great personality Heydar Aliyev gave to the people is the protection of the Azerbaijani language and the formation of a feeling of love for it.

In the late 60s of the twentieth century elected as the President of Azerbaijan, Heydar Aliyev carried out new work in all spheres of the life of the republic, paying special attention to the language issue. The goal of the great leader in the field of language was the development of the native language, the realization of its state status, and the increase of its authority among the languages of the world. National leader Heydar Aliyev highly appreciated the activities of people who are able to be proud of the Azerbaijani language.

The development and preservation of the Azerbaijani language are associated with the name of the national leader.

The problem of the Azerbaijani language is one of the priorities in teaching the heritage of Heydar Aliyev. Bringing this problem to the attention of school children has become one of the necessary issues today. In order to determine how to teach pupils the work of Heydar Aliyev in making the Azerbaijani language the state language, it was considered expedient to conduct a survey with 17 primary school teachers in schools No. 5, 7, 8, 16, and 17 in Nakhchivan. The results of the survey showed that teachers know that the adoption of the Azerbaijani language as the state language was achieved thanks to the efforts of the great leader.

From our survey of teachers, it can be concluded that they only convey the issues arising from the requirements of the topic to the pupils, just as it was given. It can also be concluded that the teacher's goal is only to convey to the pupils what is given in the text. They are not interested in how the pupils perceive this issue. As a result, our survey of 140 pupils in these schools gives us reason to say so.

The answers proved once again that teachers who talk about problems arising from the content of topics taught in primary school do not pursue a different goal. After talking to the teachers, their opinions on the problem were satisfactory. The results of the

experiment showed this clearly. In order to study and assimilate the heritage of the national leader Heydar Aliyev by pupils, it was considered expedient to conduct an experiment with the topic “Azerbaijani alphabet”, given in the textbook for the second grade on the Azerbaijani language. In order for pupils to study and master the heritage of national leader Heydar Aliyev, it was considered expedient to determine the topic of the “Azerbaijani alphabet” given in the second grade textbook of the Azerbaijani language for the experiment. Class II^a of Nakhchivan city school No. 16 was defined as an experiment, and class II^b was a control class.

Experimental class teacher Sh. Nazaraliyeva obtained successful results as built a lesson on the topic based on the presented plan.

Creative application of knowledge acquired by pupils during training showed a complete mastery of the subject being taught. At the end of the lesson, based on the questions, it was determined that the pupils had mastered the topic with confidence and their knowledge was assessed.

The answers to the questions showed that the pupils were able to fully master the problem studied.

Results of the experiment on the Azerbaijani language and alphabet.

Table 1

Schools and classes	Number of pupils	Questions	Assessment of pupils answers							
			excellent	%	good	%	satisfactory	%	Unsatisfactory	%
No. 16 II ^a Expert.	24	1	18	75	3	12	3	12		
		2	17	20,8	4	16,6	3	12,5		
		3	18	75	4	16,6	2	8,3		
		4	19	79,1	4	16,6	1	4,2	-	
No. 16	25	1	6	24	5	20	10	40,7	4	16,6
		2	5	20	7	28	8	32	5	20

II ^b		3	9	36	9	36	5	20	2	8
control		4	4	16,6	4	16,6	17	68	-	

It became clear from the table that Azerbaijani language textbooks have great potential for educating pupils in the spirit of love for the heritage of Heydar Aliyev.

Teaching Heydar Aliyev’s heritage can affect pupils in two ways. On the one hand, they learn the historical path of our independent, free republic, on the other hand, they can see the great leader’s invaluable services to his homeland.

Although the texts given in the textbooks play an important role in realizing possibilities to convey the heritage of Heydar Aliyev to the pupils, however, the questions and tasks given at the end of the text sometimes do not serve this purpose.

In general, the texts given in our textbooks about our great leader, who did great things for the people of Azerbaijan and introduced Azerbaijan to the world, are not satisfactory in our opinion.

In each of the texts, though, there is an opportunity to convey the heritage of Heydar Aliyev directly or indirectly to the pupils, however, the teachers talk about the lack of time to solve the problem. However, the curriculum model requires more mobility and agility from the teacher. In order to teach this problem to pupils, the text “My flag” given in the textbook “Azerbaijani language” of the IV grade is considered as an experiment. In secondary school No. 8, the IV^b class was intended as an experiment, and the IV^a class as a control class on a topic determined for the experiment.

The organization of the lesson according to plan was successful in the experimental class.

So, showing parts of TV films about the Alley of Martyrs and the Flag Square on the topic, providing space for debates and discussions, and giving pupils the freedom to express their opinions were able to successfully influence the solution of the problem.

Table 2

Results of the experiment on the text “Flag”

Number of school pupils	Classes	Level of understanding			
		excellent	good	medium	Unsatisfactory
No. 8 23 people	IV ^b expert.	18	4	1	-
No. 8 23 people	IV ^a control	2	4	12	4

The analysis of Azerbaijani language lessons showed that the use of Heydar Aliyev’s heritage has great importance in educating pupils in the national spirit.

The third paragraph of the second chapter of the dissertation is entitled **“Life Knowledge” as one of the main means of learning the heritage of Heydar Aliyev’s**. It is shown here that the subject of “Life Knowledge” plays an important role in the formation of love for the heritage of Heydar Aliyev in the younger generation. The experience of advanced teachers shows that the level of professionalism of teachers, deep knowledge of their subject, and knowledge of the heritage of Heydar Aliyev is the basis of pupils’ respect and love for the heritage of Heydar Aliyev.

Research shows that the subject of “Life Knowledge” is invaluable in realizing the desires and aspirations of teachers.

Our surveys of primary school teachers showed that some of them are able to demonstrate their commitment to the ideas of Heydar Aliyev and his heritage in the “Life Knowledge” lessons.

It should be noted that in the course of the study there were teachers who not only do not pay attention to the essence of the problem stated in the text but also do not try to obtain information on the issue. This quality was found in 9 out of 44 class teachers who participated in the study.

History shows that the texts given in the “Life Knowledge” textbooks have a great role in teaching the heritage of Heydar Aliyev. It is inevitable that these texts will be complicated from time to time and will be able to meet the requirements of the time.

As we have mentioned, there are a number of optimal ways to teach Heydar Aliyev’s heritage to pupils. One of them is the screening of documentary films about Heydar Aliyev to pupils during the learning process. The text “Statehood” given in the textbook confirms our opinion.

The teacher showing fragments from films about Heydar Aliyev’s work for our state, as well as films about the resources of Azerbaijan, giving assignments, and conducting surveys with pupils in this regard, are invaluable in studying the heritage of the great leader.

The effectiveness of lessons also depends on the teacher’s pedagogical skills. Our observations show that the work on teaching the heritage of Heydar Aliyev is in the minority. To clarify our opinion, we addressed questionnaires to 14 primary school teachers in Nakhchivan.

It became clear from the surveys that teachers want to do a lot to teach the heritage of Heydar Aliyev. However, the given texts and time allocation do not allow it.

It was also clear from the responses to the questionnaires that although teachers in our schools do not have satisfactory opportunities to teach the heritage of Heydar Aliyev, they are thinking about what they will teach pupils about the heritage of the great leader. However, the solution to this problem is sometimes desirable, as our textbooks provide very little information about the teaching of his heritage. However, some teachers say they have done some work to teach the heritage of Heydar Aliyev. But if it will not mass, it has not satisfactory for teachers and pupils.

Research shows that some of the topics given in the textbook “Life Knowledge” of primary school can be directly linked to the heritage of Heydar Aliyev. It is possible to implement many aspects of education that can create in pupils the teachings about the heritage of Heydar Aliyev.

The use of real events from the poems about the great leader in the

education of primary school pupils in the spirit of respect and love for the heritage of Heydar Aliyev should be on the agenda as a pedagogical issue.

The use of real events from the poems about the great leader in the education of primary school pupils in the spirit of respect and love for the heritage of Heydar Aliyev should be on the agenda as a pedagogical issue. One of the best ways to teach Heydar Aliyev's heritage is to teach pupils about our national army, the creation of the armed forces, and the path to our national independence.

In general, teaching the heritage of Heydar Aliyev to the younger generation stimulates their patriotic, fearless, steadfast, and courageous growth.

The last fourth paragraph of the second chapter is entitled "Opportunities and ways to teach the heritage of Heydar Aliyev in music lessons of primary school". It is shown that the courage, fearlessness, and patriotism of the Great Leader are historically interpreted as his way of life. Primary school music lessons have great potential in transmitting these qualities to the younger generation and educating them in this spirit.

Using the heritage of national leader Heydar Aliyev in the music lessons of primary school, the pupils are educated in this spirit.

As we know, depending on the content of the learning, it is easier to educate pupils in different directions, including in the teaching of music it is possible to achieve the educative function of learning. In this regard, the song "Soldier of the Motherland" taught in the second grade attracts attention.

The choice of the text "Soldier of the Motherland" taught in the second grade for the experiment was an expression of love for the son of the Fatherland on the one hand, and the study of our national heroes on the other. The questions and assignments given at the end of the text are intended to deepen the topic.

The third chapter, **"opportunities and ways to use extracurricular activities in the study of the heritage of Heydar Aliyev"**, combines two paragraphs. The first paragraph is entitled **"The impact of using the heritage of Heydar Aliyev during extracurricular activities on the formation of pupils' personalities"**.

In accordance with the research plan, while creating a system of work on the use of Heydar Aliyev's heritage in the formation of spiritual culture in primary school pupils, along with teaching subjects, the place, role, and significance of extracurricular activities in this field are also defined. Research has shown that pupils in extracurricular activities have ample opportunities to develop a spiritual culture. Because there are all conditions and opportunities in secondary schools for pupils to get acquainted with the examples of spiritual culture through extracurricular activities.

School directors who allow pupils to use new learning technologies, pedagogical innovations, and computer technologies enrich them spiritually.

There are ample opportunities for both the promotion and organization of national and moral culture through extracurricular activities. Introducing the younger generation to national and moral values, their comprehensive education is one of the important tasks facing the modern school³⁴.

Due to the competence and professionalism of the teacher, educator and leading specialists, it is possible to achieve the formation of a spiritual culture in pupils based on humanistic values. We all learned this from the founder of the modern Azerbaijani state, Heydar Aliyev.³⁵

Analysis and observations show that insufficient work has been done in secondary schools on moral education, which has had an impact on the primary grades. From this point of view, this topic has not been addressed, no research has been conducted on the formation of spiritual culture in pupils, the topic has not been studied in a comprehensive manner, and a number of issues awaiting scientific explanation have not been sufficiently clarified.

Extracurricular activities are also important in the study of Heydar Aliyev's heritage, as the teaching of subjects. Because extracurricular activities help to understand the facts of the heritage of Heydar Aliyev,

³⁴ Azərbaycan Respublikasının Təhsil Haqqında Qanunu // Bakı: Hüquq ədəbiyyatı, – 2009

³⁵ İlyasov, M.İ. Müəllimin pədaqoji ustalığı / M.İlyasov. – Bakı: Elm və təhsil, – 2013. – 216 s.

to get acquainted with his work in his homeland.

The role of these events in the study of Heydar Aliyev's heritage is great. This includes the organization and conduct of excursions, the preparation of stands, the organization of competitions to study the of Heydar Aliyev, etc.

Research shows that by effectively using extracurricular activities, pupils can instill a sense of care and love for the heritage of Heydar Aliyev. These works not only arouse pupils' enthusiasm, inclination, desire to study the heritage of Heydar Aliyev, but also help them develop a sense of national zeal, perseverance, pride and responsibility.

The second paragraph of the third chapter is entitled **“Possibilities of disputes in the study of the heritage of Heydar Aliyev”**. It substantiates the role and importance of disputes in teaching primary school pupils the heritage of Heydar Aliyev. It is noted that in some schools the extracurricular activities that need to be carried out are carried out only in words, but not in practice.

Research shows that disputes over the pupils of Heydar Aliyev's heritage are of great importance in the formation of pupils. Of course, purposefulness and understanding of the significance of the dispute is one of the conditions of its success.

During the preparation for the debate, the teacher plans the work to be done in connection with the dispute. Determining its plan determines the effectiveness of the dispute. Pupils are assigned to work on the content of the dispute. They are aimed at collecting relevant information on the problem. Their functions are defined in the dispute.

The stage of the dispute is related to practical work. We are faced with the need to substantiate the dispute on “What do you see as the heritage of Heydar Aliyev and how do you assess the need to study it?” Prior to the dispute, a visit to the Heydar Aliyev Museum was set as one of the goals.

The extracurricular activity was held for IV^a, IV^b and IV^c grades of the secondary school named after Heydar Aliyev.

Before the event, the teacher organizes a trip to the Heydar Aliyev Museum along the route planned by the children. The organization of the debate ended with the active participation of pupils and the achievement of the set goal.

From this we can conclude that the disputes have an important role in the study of the heritage of Heydar Aliyev. Systematic and creative disputes in accordance with the level of development, desires and aspirations of pupils have an invaluable power in mastering this problem.

The “**Conclusion**” part of the dissertation shows that Heydar Aliyev’s personality occupies a great place in the history of Azerbaijan. When we turn the pages of the history of Azerbaijan, we see that Heydar Aliyev faithfully served the people, did countless things for their prosperous, free and independent life. The work done for Azerbaijan by the great leader is inexhaustible. Teaching the younger generation what he has done for our country is one of the most important issues today. There is always a need to take appropriate steps to fulfill these responsibilities. In this regard, in the process of teaching subjects in I-IV grades of secondary schools, it was considered expedient to study and generalize the heritage of national leader Heydar Aliyev:

Purposeful research has shown that the subjects taught in primary school have a great opportunity, interesting and rich materials in terms of the problem under study. Azerbaijan is a masterpiece of the great leader. There is no area that does not have traces of our national leader Heydar Aliyev. Restoration of our historical monuments, strengthening of our national army, acceptance of the Azerbaijani language as the state language, purposeful work for the integrity and statehood of Azerbaijan are the products of Heydar Aliyev’s thought and labor.

- The results of the research show that although the general principles and methods used to solve the problem are the same, in the process of teaching the subjects in these classes, there are many relevant features in cultivating respect and love for the heritage of Heydar Aliyev. So that, during the teaching of the Azerbaijani language pupils should pay attention to the work done by the great leader, the role of Heydar Aliyev must be evaluated in the work manifested in those examples.

- There is a peculiarity in teaching pupils the heritage of Heydar Aliyev during the teaching of life sciences. Here are the years when the great leader led Azerbaijan and then returned to his homeland for

the second time, his activity, works that will remain in history, historical realities, values given to historical figures, etc. issues are considered key factors. Interviews, observations, questionnaires and experiments show that teaching the heritage of our great leader Heydar Aliyev to first-graders is as interesting as it is difficult. Applying comparative-synchronous teaching in the teaching of the Azerbaijani language and life sciences can give more successful results.

- There are great opportunities to teach Heydar Aliyev's heritage in Music and Fine Arts classes taught in primary schools. In these lessons, pupils learn more about our national leader by studying music and pictures that reflect the activities of the great leader. In this case, pupils compare the topics of the Azerbaijani language, Life Knowledge with Music and Fine Arts, analyze different information.

- One of the interesting aspects of the research is that it is intended to study the heritage of Heydar Aliyev in periods, as well as in relevant areas. The analysis and experiments show that the issues taught in the mentioned direction are successful.

- The results of the research show that in teaching the heritage of Heydar Aliyev, inviting people who know and communicate with him to the class and study their opinions is also very valuable in terms of studying the problem.

- The study found that pupils need to be taught the heritage of a great leader not only during the learning process, but also during extracurricular activities. It is necessary to hold excursions, disputes, camps, nights, etc. Excursions and debates have great importance to acquaint pupils with the work done by the great leader.

- The results of the research prove that it is very important to generalize the essence, content and significance of the ideology of Azerbaijanism, which is the basis of Heydar Aliyev's heritage, and to teach them to primary school pupils. The inclusion of the Azerbaijani language as the state language in this list is very important in terms of the problem.

- The results also show that in the implementation of all these problems, the acquisition of relevant knowledge by teachers and the transformation of this knowledge into skills can be considered one of the important issues.

- Surveys and experiments on the problem conducted in a number of schools in our country indicate the viability of the forecast put forward by the study.

The main content of the dissertation is reflected in the following scientific works published by the author:

1. Heydər Əliyevin irsində dövlət quruculuğu modeli. Məqalə. // Pedaqogika, psixologiya elmləri üzrə elmi-nəzəri metodik jurnal, Bakı: 2018, №3, s.15-20
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3. Məktəblilərin tərbiyəsində ümummillə lider Heydər Əliyev irsindən istifadə imkanları. Tezis // "Təhsildə tarixilik və müasirlik", Ümumrespublika elmi-praktik konfransı, Bakı: 2018, s.317-318
4. Azərbaycançılıq milli-mənəvi dəyərlərdən biri kimi. Tezis // The great chez educator Jan Amos Komensky: a classic and modern approach to education, 4-5 aprel 2019-cu il, Bakı: s.268-270
5. Воспитание школьников на уроках об окружающем мире в свете наследия Гейдара Алиева. Tezis // Сборник трудов Международной научно-практической конференции «XV Левитовские чтения», Москва: 2020, том 3 с.543- 545
6. Azərbaycan dili dövlət dilimizdir. Məqalə // Elmi əsərlər (pedaqogika, psixologiya, tarix, filologiya, riyaziyyat və informatika, biologiya, incəsənət), Naxçıvan müəllimlər institutu, Naxçıvan: 2020, №4 (62), s.145-149
7. Формирование идейных убеждений у младших школьников (в свете наследия Гейдара Алиева). Məqalə // Азимут научных исследований: педагогика и психология. Тольятти, Ассоциация «Профессиональные аналитики аутопоэзийных систем», 2020, №2 (31), том 9, С.13-15
8. Ümummillə lider Heydər Əliyevin irsi pedaqoji mənbə kimi // X United International Congress on vocational and technical science Abstract book. Nakhchivan University, 16-18 October, 2020, s.91-92
9. Haydar Aliyev's literary policy in acquisition on national-moral values by students // Taras Shevchenko 6th International conference on social sciences. April 4-5, Kiyev: 2021, s.627-630
10. Sınıfdən xaric işlərdə Heydər Əliyevin irsindən istifadənin

şagirdlərin formalaşmasına təsiri // Elmi əsərlər (pedaqogika, psixologiya, tarix, filologiya, riyaziyyat və informatika, biologiya, incəsənət) Naхçıvan Müəllimlər İnstitutu: 2021

11. Пути воспитания младших школьников в духе уважения и любви к духовным ценностям // Социальная политика и социальное партнерство. Журнал, Москва. 2022, январ

The defense of the dissertation will be held on 23 September 2022 at 11⁰⁰ at the meeting of the FD 2.40 Dissertation Council operating under the Nakhchivan Teachers' Institute.

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The dissertation is available at the library of the Nakhchivan Teachers' Institute.

Electronic versions of the dissertation and abstract are posted on the official website of the Nakhchivan Teachers' Institute (www.nmi.edu.az).

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