

REPUBLIC OF AZERBAIJAN

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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**SYSTEM OF WORK ON THE FORMATION
OF AZERBAIJANISM IDEOLOGY IN TEENAGERS**

Speciality: 5804.01 – General pedagogy, history of pedagogy
and education

Field of science: Pedagogy

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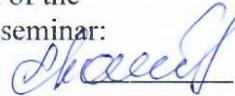
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GENERAL CHARACTERISTICS OF RESEARCH

Relevance and the degree of study of the topic. One of the important tasks of educational institutions, including secondary schools, in the new pedagogical thinking is to form in pupils a sense of sympathy for the ideology of azerbaijanism. As a result of purposeful, systematic work carried out among schoolchildren, especially teenagers, they must come to the conclusion that the Azerbaijani ideology is an extremely important tool for our independence, protection and strengthening of a united Azerbaijan, a condition for uniting Azerbaijanis around the world.

Azerbaijanism unites all the peoples of our republic, as well as Azerbaijanis living and working in different countries of the world. Great leader Heydar Aliyev played an importance role due to the fact, that azerbaijanism became such an ideology and formed the basis of the idea of our state. The ideology of azerbaijanism is connected with the name of the National leader.

The choice of the work on educating teenagers in the spirit of Azerbaijani ideology as a dissertation topic stems from the urgency of this problem.

This research problem is put forward as an important task in the "Law of Education" of the Republic of Azerbaijan *"...it is necessary formation of such a citizen, such a person that they are loyal to both patriotic and to the ideas of Azerbaijanism."*¹

State Strategy for the Development of Education in the Republic of Azerbaijan focuses on educating the young generation in the spirit of loyalty to the ideology of azerbaijanism. The document states: *"...formation a person, who is loyal to the national traditions of the people, the ideas of Azerbaijanism, who thinks independently and has creative qualities."*²

Our researches have shown, that during the Soviet era, national ideology and patriotism became slogans, and in fact, the national ideological outlook of young people, as well as national ideological

¹ Law of the Republic of Azerbaijan "On Education". Baku: Qanun, 2009.

² State Strategy for the Development of Education in the Republic of Azerbaijan. Baku, 2013, p.78.

feelings were weakened. In the works of A.Y. Seyidov, Kh.G. Fataliyev, Y.R. Talibov, A.A. Aghayev, H.M. Ahmadov, F.B. Sadigov, S.M. Quliyev, N.M. Mukhtarova and other authors, valuable ideas on the implementation of national ideological education, its pedagogical and psychological foundations are found. However, the issue of education in the spirit of the azerbaijanism ideology has not been the subject of research, so the necessary aspects of the problem have not been adequately addressed.

It should be noted, that the problem we are considering is not new for pedagogical or other humanities. For a long time, both in our country and in the republics of the former Soviet Union, pedagogues and psychologists, methodologists, political scientists and sociologists, philosophers have approached this problem from different points of view and expressed very valuable and important ideas for the contemporary time.

In our republic A.N. Abbasov, F.A. Rustamov, L.N. Gasimova, F.B. Sadigov, P.B. Aliyev, R.I. Aliyev, H.A. Alizadeh, H.H. Ahmadov, M.I. Ilyasov, E.A. Mollayeva, R.L. Huseynzadeh and others in academic works, focused on the development of personality, morality, patriotism and etc. based from an early ages of youngsters and teenagers, expressed many new, very valuable scientific ideas related to the definition of opportunities and ways of pedagogical theory in the formation of national ideas, national traditions, national identity, national pride and national pride in pupils. However, a specific study on the problem of forming the ideology of azerbaijanism in teenagers were first conducted in this scientific dissertation.

Taking into account its relevance, we considered it expedient to formulate the topic of dissertation as “System of work on the formation of azerbaijanism ideology in teenagers”.

Object and subject of research.

Object of research is the process of organizing national ideological education with teenagers in secondary schools.

Subject of research is the system of work on the formation of the ideology of azerbaijanism in teenagers.

Aims and objectives of the study.

Purpose of the research is to create a system of the formation of the ideology of azerbaijanism in schoolchildren by developing the content, scientific-philosophical, pedagogical requirements, theoretical and methodological bases, effective ways and means.

Research objectives:

- to cover the research of general issues of upbringing teenagers in the spirit of azerbaijanism ideology;
- to clarify the essence and importance of the national ideological upbringing of teenagers;
- to determine the pedagogical and psychological bases of national ideological upbringing of teenagers;
- to analyze the scientific and pedagogical literature in terms of the problem;
- to identify opportunities and ways to form the ideology of azerbaijanism in teenagers;
- to comment on the theoretical and practical possibilities of upbringing teenagers in the spirit of azerbaijanism - to consider Heydar Aliyev as a powerful source of upbringing in the spirit of azerbaijanism ideology;
- to determine the ways and means of forming the ideology of azerbaijanism in teenagers;
- to provide information about the organization, conduct and results of experiment.

Following **research methods** were used in investigation: *analysis of the literature, study and generalization of school experience, observation, interview, inquiry, pedagogical experiment.*

The main provisions submitted for defense:

1. The system of work developed by the applicant in order to form the ideology of azerbaijanism in teenagers allows the education of the Azerbaijani youth on the basis of national ideology, to grow up as a true citizen.
2. The purposeful activity of teachers in the process of training on the traditions and historical experience of the statehood of Azerbaijan, the attributes of the state is an important tool in

inculcating in teenagers national ideological feelings and ideas of azerbaijanism.

3. The scope of moral-psychological, ideological and pedagogical opportunities of the system of school education, planned and purposeful work of the members of the pedagogical staff is expanding in the formation of the ideology of azerbaijanism in teenagers.

4. Planned, purposeful, continuous organization of extracurricular activities by subject teachers, class teachers, school principal, deputy director for upbringing work, representative of the youth organization with pupils of V-IX grades helps to cultivate sympathy and love for Azerbaijani ideas in teenagers.

5. The formation of the ideology of azerbaijanism in teenagers leads to a qualitative increase in the upbringing role of secondary schools, the development and formation of personality.

Scientific novelty of the research in order to form the ideology of azerbaijanism in adolescents, pedagogical, psychological and methodological opportunities are involved in research and scientifically interpreted. The essence and content of teacher's activity, opportunities, ways and means for instilling national-ideological feelings in V-IX grade pupils have been integrated into a single scientific-pedagogical system, conditions and have been identified for further improvement of educational work and effective ways of forming Azerbaijani ideology.

Practical significance of the research. It will assist members of the pedagogical staff in effectively building their activities in the field of forming sympathy and loyalty to the ideology of azerbaijanism in teenagers.

Theoretical importance of the research. System of work developed for the formation of the ideology of azerbaijanism in teenagers, its content, forms and methods, opportunities and ways, the proposed provisions will enrich the pedagogical science with theoretical provisions, will open opportunities for a stronger ideological upbringing based on national and moral values.

Approbation and application of the research. The main content and main ideas of the dissertation, the results of the research,

practical proposals for their implementation were published in various scientific journals and found its application in scientific conferences. The applicant published 10 scientific articles (including 1 article abroad), 14 conference materials (including 2 conference materials abroad) on the research topic.

Organization where the dissertation is performed. The dissertation work was performed at department of General pedagogy of Ganja State University

Structure of the dissertation. The dissertation consists of an introduction and two chapters with the seven paragraphs, result, a list of references.

Dissertation introduction - 26454 symbols; Chapter I - 160754 symbols (1.1. - 29622; 1.2. - 55141; 1.3. - 60635; 1.4. - 15356), Chapter II - 75678 symbols (2.1. - 25166; 2.2. - 9886; 2.3. - 13812; 2.4. - 1182; 2.5 - 14985), Result - 13830 - Total 279194 symbols.

MAIN CONTENT OF RESEARCH

In **introduction** part of the dissertation have been substantiated the relevance of the topic, clarifies the object, subject, goals and objectives of the research, scientific novelty, theoretical and practical significance, and indicates the provisions to be defended.

Chapter I of the dissertation, entitled "**General issues of upbringing of teenagers in the spirit of azerbaijanism ideology**" consists of 4 paragraphs. The first paragraph of the chapter "*The essence and importance of national ideological upbringing of teenagers*" clarifies basic essence and content of the ideology of azerbaijanism, authored by the founder of modern Azerbaijani statehood Heydar Aliyev, its role and importance in upbringing teenagers in the national spirit. Great Leader said he was proud to be Azerbaijani and showed that azerbaijanism was the main idea of the independent Azerbaijani state. National leader said, that every Azerbaijani, regardless of where he lives, should be proud of his nationality, being Azerbaijani, to preserve Azerbaijaniness: the Azerbaijani language, its national and spiritual values, culture, customs and traditions.

Familiarity with the existing literature shows, that the sources of national ideology, its history goes back to antiquity - about two thousand five hundred, three thousand years ago. Azerbaijani-Turkish people have presented the world culture with a historical pearl written as "Avesta" and the oldest art monument such as "Kitabi-Dada Gorgud". These moral monuments not only stimulated the formation and development of the general Azerbaijani ideology and ideas, but also played a great role in the formation of the spiritual world of the East. Although the history of Azerbaijani ideas is connected with ancient times, the history of its formation as an ideology dates back to the last two centuries. Prof. Y.V. Garayev writes: "Our nation is Azerbaijani Turks, and the model of our national ideas is azerbaijanism. Our national ideology, which has two centuries of historical development, is formulated through these two principles".

Now all the efforts of the pedagogical community of the republic must be directed so that the young generation, including teenagers, is educated in the national spirit in accordance with the requirements of Azerbaijani ideology, national statehood, Islamism, Turkism and further strengthen our independent statehood in national ideological, political, economic and military spheres. May our army grow stronger, as it did in the April (2016) battles and the 44-day (2020) war of victory. The foundation of military training for service in the professional national army must be laid at school age and further developed in the upper grades. In short, love of country should be instilled in schoolchildren, including teenagers, in the form of beliefs, deeds and strong beliefs.

Patriotism means that every person loves his country, nation, native language, historical traditions, loves the national army, is ready to serve in its ranks and defend the Motherland.

The *first aspect* of national ideological education is to instill in pupils a sense of patriotism from an early age. Everybody must love the fighting technique, the traditions of historical heroism, heroic sons and daughters, the martyrs.

The *second aspect* of the implementation of national ideological upbringing in schoolchildren is to introduce our friends

and enemies from an early age. For centuries, treacherous armenians, who pretended to be our friends, lived in our lands and enjoyed our table and blessings, have become enemies of us, the Turkish nation.

The *third aspect* of the organization of national ideological upbringing is to prepare pupils for the defense of the country from the early ages, to instill in them the basic military knowledge and skills. The most important factors in the victory are the young generation's true patriotism, high fighting spirit, life for the Motherland, the ability to use modern computer technology, physics and mathematics, and the determination to master military skills.

The *fourth aspect* for the formation of national ideological upbringing is the moral and psychological preparation of teenagers for military service.

Thus, there is a wide range of training tasks and extracurricular activities in the organization of national ideological upbringing of teenagers. Gradually, teenagers come to the firm belief that it is necessary to love and respect the historical traditions, national mentality, national moral values of the Azerbaijani people, to know the value of every inch of the Motherland, to be able to protect it.

The second paragraph of the chapter, entitled "*Pedagogical and psychological foundations of national ideological upbringing of teenagers*" states that national ideological education should be formed on the basis of the principles, laws and regularities of pedagogy and psychology. One of the most important and basic pedagogical conditions of national ideological upbringing with teenagers is that they develop hatred for the enemy, their supporters, as well as traitors.

This work must be the first and most urgent task facing the school and all of our education. Research shows that instilling hatred in children and forming these feelings in them has not played an important role in the education system. Therefore, this important issue should not be ignored.

Along with the general conditions of national ideological upbringing, it is necessary to identify and justify special pedagogical conditions for the age level, time reserve and distribution of teenagers, the scope and severity of the event.

The pedagogical bases of the process of formation of the ideology of azerbaijanism in teenagers can be defined as follows:

1. To be based on the characteristics and regularities of children's ages in the work of national ideological upbringing.
2. To organize the collective participation of pupils in national ideological events.
3. To give priority to transparency in the organization of national ideological upbringing.

An important feature of the formation of national ideological feelings in teenagers is that now in the content of our national ideology, psychological factors and the ideology of azerbaijanism are closely intertwined. If until now the national ideas of the Azerbaijani people covered more the field of patriotism and morality, now it has acquired a broad political character. The national ideological feelings of teenagers and young people will have a full national character only if they are united with the motives of the struggle against our occupying enemy and his supporters.

The third paragraph of the chapter, entitled "*The problem of upbringing schoolchildren and youth on the basis of Azerbaijani ideology in the scientific and pedagogical literature*" states, that both Azerbaijani and foreign pedagogues and methodologists approached the solution of the problem and put forward valuable ideas and ideas, tried to substantiate them scientifically. From the generalization of these thoughts and ideas it is possible to draw the following conclusions:

1. Since most of the scientific and pedagogical literature on the ideological education of teenagers have been written during the Soviet era, the main purpose of these works was to study and promote communist ideology, as well as to educate citizens, including teenagers, on this ideology. This approach continued until the collapse of the Soviet-Russian colony.
2. The formation of the ideology of azerbaijanism in pupils, including teenagers, as a pedagogical problem began to gain special relevance after gaining our independence again.
3. Although the importance of solving the problem was emphasized to one degree or another, the issue of educating

teenagers in the spirit of the national Azerbaijani ideology was not taken as a specific object of research in the pedagogical literature.

4. It is expedient to form the ideology of azerbaijanism, formed in the form of a scientific ideology by the great leader Heydar Aliyev, not only among teenagers, but also among pupils of other age groups.

From the point of view of the studied problem, scientific and pedagogical literature was widely analyzed and generalized. It turned out that some research has been conducted on or relatively close to the problem of educating teenagers in the national ideological spirit, the formation of the ideology of Azerbaijanism in them. One of the most commendable, theoretical and practical works in this regard is the textbook of well-known pedagogue A.N. Abbasov "National ethics and Family ethics" written for the master's degree of universities. The book covers the national-moral morality of the Azerbaijani people, family honor, mutual ethical relations of family members, the essence, content, responsibilities of family ethical relations, categories of morality, family issues and children's problems, opportunities to solve family problems, our national mentality, national roots, national-moral Along with a very successful interpretation of our values and ideology, special attention is paid to the issues of patriotism, patriotism, Azerbaijani ideas, religion, language, ideology of Turkism, national pride and arrogance. The author writes, that patriotism is the most sacred of our historical national and spiritual values. At its core is the feeling of patriotism. Feelings of patriotism should be inherent in every citizen living in the country. These feelings and emotions should be instilled in our children from infancy. It is not enough to love the homeland only in words, to express it, to love our pride, actions, material and spiritual riches, state symbols, land, people, heads of state, historical and cultural monuments, to be proud of them, to develop and strengthen our republic. It is necessary to promote our country in the world and represent it with honor and dignity, to protect our homeland from aggression [8, p. 11]. In textbook has been reflected many scientific and theoretical ideas on the content of our ideology -

the ideology of Azerbaijanism, which were also important in the successful completion of the study.

Dissertation topic on the problem of the emergence of national ideology, in part related to the inculcation of national ideas in students, was written by S.D. Dogan's dissertation is dedicated to the solution of the problem of forming a sense of national pride in students. The study analyzes the work experience of secondary schools in the Republic of Turkey, as well as the schools of our country, takes into account the best practices, refers to historical sources and clarifies the necessary qualities of the country's leaders. The dissertation compares the works of Azerbaijani and Turkish writers and poets, and considers the images of the country's leaders in their works. The most interesting aspect of the research in terms of the problem we are studying is that it emphasizes that the great leaders Heydar Aliyev and Mustafa Kemal Ataturk are the creators of the whole historical figure, the ideology of Turkism. The work pays special attention to work experience. The research has theoretical and practical value in pedagogy.

However, the dissertation cannot be considered acceptable both in terms of the technology of general pedagogical research and in terms of the problem we are studying. Thus, S. Dogan's dissertation was analyzed and criticized by several researchers before us. G.R. In Mammadova's monograph and T.A. Nabiyeva's dissertation noted a number of justified shortcomings. We also agree that the plan of the dissertation is really flawed. And this shortcoming is obvious from the content of individual issues in the dissertation. The dissertation is more like a book that describes general information than research. The essence of the paragraphs does not match the titles of the chapters. While the topic of the dissertation is related to the formation of a sense of national pride in students, the phrase "formation of a sense of national pride" is not used in the titles of chapters and paragraphs. Although this idea is expressed in paragraph 7 of the Chapter III, but for some reason the title of the dissertation is repeated in this paragraph.

Dissertation consists of three chapters. The titles of chapters and paragraphs are not research headings. In the first chapter, entitled

"The main qualities required of a ruler", the names and content of the paragraphs do not correspond to the title of the chapter and are not pedagogical titles.

The second chapter of the work, entitled "Information about historical and literary materials and their role in the education of students" touches on the ideas of national Azerbaijanism and Turkism, and mentions certain ideological ideas that are of interest to our research. Elements of the ideology of Azerbaijanism can be attributed to Nizami Ganjavi, Shah Ismail Khatai, Yunis Emre, Mohammad Fuzuli, Namig Kamala, Samad Vurgun, Nariman Narimanova and others. It can be found in the paragraphs he devotes.

The second paragraph of the third chapter of the dissertation ("Great leaders Ali Rza oglu Mustafa Kemal Atatürk and Heydar Aliyev") indirectly touches on the ideas of national Turkism and the possibilities of its formation. The names and content of the other paragraphs do not correspond to the topic of the dissertation.

Author does not express a concrete attitude to the essence of national pride, one of the main manifestations of national ideology, national pride, its content, pedagogical literature, curricula and textbooks, school experience have not been analyzed and studied in terms of topics.

Even a pedagogical experiment has not been conducted and the accuracy of the results and provisions has not been checked.

The second chapter of dissertation is entitled "***Opportunities and ways of national ideological upbringing of teenagers.***" Chapter consists of four paragraphs. The first paragraph of the chapter ("***Theoretical and practical possibilities of upbringing teenagers in the spirit of Azerbaijani ideology***") shows that the Azerbaijani worldview is widespread and prevalent in our country. It is known from pedagogical theory, that each worldview is based on an appropriate ideology. The basis of the Azerbaijani worldview is the ideology of Azerbaijanism.

At the present time, it is a patriotic act to propagate the ideology of national azerbaijanism, to convey it to everyone, especially teenagers, in a way that they can understand. The national ideology that needs to be formed is not the same as the ideology of

the former Soviet schools. The ideology of the soviet school was based on the philosophy of Marxism. The philosophy of marxism had no foundation. It was not based on reality. Therefore, the ideology of the soviet school could not keep him alive. Azerbaijan's national ideology is based on national and spiritual traditions, traditions of independent statehood, the process of patriotism, the integration of national and universal ideas.

The ideology of azerbaijanism, as a guarantor of our independent and sovereign state, national interests and territorial integrity, has the opportunity to constantly develop, further improve and enrich. At the same time, the ideology of azerbaijanism, based on our glorious historical traditions, is as valuable as the national and spiritual wealth of all Azerbaijanis.

Social basis of the national ideology of Azerbaijan is the people, its reflection in the public consciousness are the national-moral qualities nourished by the spirit of the people. Therefore, this ideology will live, serve its people, serve the development and enrichment of its state, as well as ensure the principles of succession necessary for the survival of statehood traditions, will form the methodological basis of all pedagogical processes in our country.

In order to study the situation with the formation of the ideology of azerbaijanism in teenagers in secondary schools, observations were conducted in 50 schools (35 cities and 15 village schools in Ganja and Ganja suburbs), questionnaires and interviews were conducted.

Lessons of 36 teachers were listened to in V-IX grades of city and village schools, observations were made on the activity of 600 pupils. It is clear from the observations that a small number of teachers take the initiative to use national ideological ideas, simple ideas and information, to form the ideology of azerbaijanism.

Only a small part of teenagers have the concepts of national morality, national traditions, Turkism, Islamism, patriotism, national dignity, azerbaijanism, duty to the state. At the same time, they oppose the violation of our national traditions, independence, insult, humiliation and stigmatization of our national and religious affiliation and national morality.

They understand what the interests of the family, as well as the interests of the Azerbaijani state and homeland, and demonstrate that they have become a strong belief, ideal, goal, unchanging idea for themselves.

Teachers must work together to form the ideology of azerbaijanism in teenagers. Taking into account the wishes and interests of young people, the school should always play a leading role in pedagogy to increase the effectiveness of events that glorify any issue - Turkism, patriotism, love of nation, heroism, the prestige of the Azerbaijani state in any field, the protection of our territorial integrity.

The second paragraph of the II chapter, entitled ***"Heydar Aliyev's legacy is the most powerful source of upbringing young people in the spirit of Azerbaijani ideology"***, states that national and moral values are formed when the first national ideas are formed in public thinking. These values are protected by the state, developed and enriched in society. National-moral values, including the base of public thinking, enrich it. If statehood is not established, national ideas remain only at the level of imagination. As long as society lives, so does social thinking. Therefore, public thinking is both modern and historical. National leader Heydar Aliyev has repeatedly stated in his speeches that national ideas are formed by the dialectical unity of modernity and history, and acquire a national character.

National leader Heydar Aliyev attached great importance to azerbaijanism and its content. He showed, that azerbaijanism is the core of the national ideology of our independent state. National and moral values, universal values, statehood - all these are integral parts of azerbaijanism.

It is shown, that these components consist of issues such as national and universal values, statehood. From this point of view, there is a great need to solve the problems of research, application and promotion of azerbaijanism from different points of view, especially in modern pedagogical theory and practice. As a concept, azerbaijanism combines broad and fundamental issues. Therefore, of course, educators, psychologists, sociologists, political scientists, researchers, especially teachers of secondary schools can interpret the subjects they teach from different perspectives.

Idea of azerbaijanism is connected with two concepts - the national idea and the concept of national statehood. Therefore, people with different political views have different approaches to this concept. Even "What is azerbaijanism?" gives a different answer to each question.

The re-examination, analysis and careful study of the legacy of the great leader Heydar Aliyev, drawing the right conclusions from it also plays an important role in educating young people in the spirit of the Azerbaijani ideology. National leader Heydar Aliyev, as a wise pedagogue, methodologist and deeply erudite scientist, gave us the right direction and a clear path in the ongoing educational work in our country.

In his reports, speeches and speeches, he focused on the ideology of azerbaijanism, the components of this ideology - education, science, culture, the Azerbaijani language, the work and personality of teachers, issues of military and patriotic education of youth, etc. care plays an important role.

The life, personal example, state activity, national beliefs, national prejudice of our national leader Heydar Aliyev are of great importance in terms of forming the ideology of azerbaijanism in the youth. and its role in protecting the country of its citizenship, the state, and in acquiring military knowledge is extremely great.

National leader called on the Turks around the world to unite. In his speech before the citizens of Turkey, he said: - We are one nation, two states !!!

Heydar Aliyev to the components of our national ideology - Azerbaijani ideology, which exalts and enriches man: national Azerbaijani patriotism, national dignity, national pride, national steadfastness and conscience, hatred of the enemy, deep knowledge of customs and traditions of our people, mother tongue, unity of national and universal moral values to be done, respect for elders, etc. included qualities. The term "national patriotism of Azerbaijan" was first used by Heydar Aliyev, who explained its essence and content. He showed that national patriotism is the assessment of our past history, the protection of our lands. Azerbaijan is a

multinational, democratic state. Azerbaijan is the motherland for every citizen, regardless of nationality.

The word "citizen" means that every citizen must be loyal to his homeland, protect it like the apple of an eye, and even be ready to be a martyr for the motherland, for his land, for the protection of his parents. National patriotism is the patriotism of all nations living in Azerbaijan. When we say the people of Azerbaijan, we mean the unity of all peoples living in Azerbaijan. The patriotism of this nation has deep roots. Azerbaijani patriotism serves to protect the independence of Azerbaijan.

Summarizing the above, we can conclude, that the military-patriotic heritage of the great wise son of the Azerbaijani people Heydar Aliyev is based on education and upbringing, serves the implementation of state education policy, the mastery of the secrets of military science by young people.

The third paragraph of the chapter, entitled *"Ways and means of forming the ideology of azerbaijanism in teenagers"* states, that every teacher should know that the Azerbaijani public consciousness is at the heart of the ideology of azerbaijanism. Public consciousness becomes a national ideology only when society has created its own independent statehood.

In the absence of statehood, moral qualities remain only a means of ethnic recognition. In the environment of statehood, the boundaries of the socialization of moral qualities are expanding, and it is already developing into a public consciousness, from a public consciousness to a subconscious. In the absence of statehood, the development and socialization of ethno-moral qualities becomes a dream and ideal of society. These geniuses (Nizami Ganjavi, Mohammad Fuzuli, Huseyn Javid, Samad Vurgun, Khalil Rza Uluturk, Bakhtiyar Vahabzadeh, etc.), who possessed this desire and ideal great human thoughts, are created, revived, and have social and human significance through their ideas. Through leaders as Heydar Aliyev, these ideas are realized, human dreams become reality. This reality ends with a spectacular ending, such as the establishment of statehood. National consciousness, formed at the stage of statehood and transformed into a national ideology, includes the following

attributes: 1. National culture; 2. National ethnic and moral norms; 3. Social unity and solidarity; 4. Respect for the attributes of statehood; 5. Patriotism; 6. Integration of national and moral values into human values.

As the possession and protection of these attributes becomes a tradition, the foundation of statehood strengthens, otherwise there is a gap. The great poet and thinker Nizami Ganjavi lived at a time, when people were trapped in an environment of ethnic recognition with only spiritual qualities. Nizami was looking for ways out of this environment. He brought all human ideas of society, personality, freedom of thought and thought to the Azerbaijani environment, revived and developed the national public consciousness.

It penetrated the public mind of the society. It moved him, awakened him, moved him. He directed him to get what he deserved. The public consciousness awakened in the Azerbaijani environment during Nizami's rule was enriched during the time of his predecessors and passed on to the future leader Heydar Aliyev, who was able to implement it.

The dissertation shows, that the opportunities of Fuzuli's creativity in the formation of the ideology of azerbaijanism are wide. The plaintiff also insisted on those possibilities. It is possible to get acquainted with these issues in the dissertation.

The 4th paragraph of the II chapter is entitled ***"Checking the effectiveness of the obtained scientific and pedagogical results in a pedagogical experiment."*** At the defining stage of the experiment, the state of the problem in school practice and the results of the prepared material in adolescents were studied, the practical possibility of solving the problem and the mechanism of the experiment were clarified.

The focus was on the level of theoretical and practical knowledge of members of the teaching staff, experimental and control students, lifestyle and living conditions, positions in the team, the methodological skills of teachers.

On the basis of materials prepared for the formation of the ideology of azerbaijanism, purposeful, systematic, continuous work was carried out with the pupils of the experimental class at the

educational stage of the experiment.

At the end of the school year, the quality of training was assessed through a test experiment. The results of the test experiment were as shown in Table 2.4.2.

Table 2.4.2.

Results of the final (test) experiment with experimental and control class pupils

Schools	Exp. and cont. clas		Num. pupils	Answers by levels			
				I	II	III	IV
Ganja city school №16	exp.	VIII ^a	26	9(34,6%)	8(30,8%)	6(23,1%)	3(11,5%)
		VIII ^b	24	8(33,3%)	11(45,8%)	3(12,5%)	2(8,3%)
	cont.	VIII ^c	25	4(16,0%)	8(32,0%)	7(28,0%)	6(24,0%)
Ganja city school №23	exp.	IX ¹	21	8(38,1%)	6(28,6%)	5(23,8%)	2(9,5%)
		IX ²	25	6(24,0%)	9(36,0%)	7(28,0%)	3(12,0%)
	cont.	IX ³	20	3(15,0%)	7(35,0%)	6(30,0%)	4(20,0%)
Goygol dist. Uchtapa vill.school	exp.	VII ^a	19	9(47,4%)	6(31,6%)	2(10,5%)	2(10,5%)
		VIII ^b	21	8(38,1%)	9(42,9%)	4(19,0%)	0(0,0%)
	cont.	VII ^b	20	2(10,0%)	6(30,0%)	10(50,0%)	2(10,0%)
		VIII ^a	18	3(16,7%)	5(27,7%)	7(38,9%)	3(16,7%)
Tovuz dist. Duzyurd vill.school	exp.	VIII	12	6(50,0%)	3(25,0%)	3(25,0%)	0(0,0%)
		IX	10	4(40,0%)	3(30,0%)	1(10,0%)	2(20,0%)
Dashkasan dist.Gabaqta pavill.school	cont.	VIII	9	0(0,0%)	3(33,3%)	2(22,2%)	4(44,5%)
		IX	11	2(18,2%)	2(18,2%)	3(27,3%)	4(36,3%)

Based on the table shown, that as a result of systematic and purposeful work, the quality of experimental classes has significantly increased. Thus, in the experimental classes **VIII^a və VIII^b** of the school number 16 of Ganja city, **experimental classes IX¹ və IX²** of the school number 23 of Ganja, out of 96 pupils 31 pupils gave the first, 33 gave the second, 22 gave the third, 10 gave the fourth level answers the questions related to the components of the azerbaijanism ideology. In **VIII^c** control classes Ganja city schools № 16 and 23, 7 out of 45 students received first, 15 second, 13 third and 10 fourth level answers. The situation in village schools was as follows: in experimental **VII^a, VII^b** VIII and IX classes of Duzyurd of secondary school Tovuz district and Uchtapa village secondary school of Goygol district 27 out of 62 students - first, 21 - second, 10 – third, 4- fourth, then out of 58 pupils 7 gave the first, 16 pupils gave the second, 22 pupils gave the third and 13 pupils gave the fourth level answers.

So, at the end of the experiment, persons mastered the ideas of azerbaijanism, its components and features, was able to use and justify those components and features in their training and life, have the necessary scientific vision of our national statehood, national ideology, state independence, military, political and economic success. Compared to the beginning of the school year, the number of pupils has increased significantly in the experimental classes compared to the control classes.

Experiment showed, that it is possible to form a pedagogical system that serves the formation of the ideology of azerbaijanism. The implementation of this system provides a practical improvement in the quality of training and education of teenagers.

Basic issues, studied in the second chapter of research can be as follows:

1. Organizational-pedagogical model of formation of the ideology of Azerbaijanism in teenagers-schoolchildren is multifaceted, multifunctional, consists of components that reflect the direct connection between the organizational-educational blocks and the leading content of education.

2. The process of forming the ideology of Azerbaijanism in teenagers requires the development and implementation of its phased content on the following modules: "The most patriotic, heroic people of Azerbaijan", national-historical traditions, ideas of Azerbaijanism, state attributes and national-ideological heritage.

3. Technology of formation of national ideological, national dignity in teenagers-pupils is focused only on the structure and means of our knowledge of the world around us (typical of today's teaching practice) and is primarily a traditional subject that needs to be updated, such as history and literature. It should be based not on the teaching material, but on the world of objective knowledge through the organization of national education, training and training.

4. The formation of the ideology of Azerbaijanism in adolescents is carried out within the framework of a civilized approach to the development of national ideas, which in the process of education includes patriotism, morality, unity, simplicity, human sensitivity, power, tireless activity, conscience, high and all-round talent. It is based on the ethnic characteristics and national mentality of the Azerbaijani people.

5. Effectiveness of the organizational and pedagogical model is confirmed by the results of experimental work carried out within the framework of the paradigm of the Azerbaijan National School of Spirituality. It also requires monitoring the changes in the level of formation of national ideas and the assessment of the dynamics of formation of these personality traits by other subjects of the educational process (teachers, parents).

A number of **general conclusions** were drawn from the research. Here are some of them:

Analysis of the situation with the formation of Azerbaijani ideology in our secondary schools at a time when we have achieved successful victories in ensuring our territorial integrity in Azerbaijan, liberated our lands from occupation thanks to the intelligence of our Supreme Commander-in-Chief, the heroism of our martyrs and soldiers and, in particular, the study of the experience of local education confirms that the issue of creating an adequate system to adapt the national ideological education of adolescents to today's

realities is relevant in Azerbaijani society, in local pedagogical science. Formation of the ideology of Azerbaijanism is characterized as an objective-necessary, historical-logical and socio-pedagogical phenomenon.

Although formation of elements of the ideology of Azerbaijanism in schoolchildren dates back to the early school years, but its formation as an ideology begins in teenagers. The ideology of Azerbaijanism is formed, strengthened and strengthened in teenagers on the basis of ideas related to our independent statehood, state attributes (flag, anthem, coat of arms), patriotism, Turkism, Islam, mother tongue, national and spiritual values and national affiliation.

Theoretical-philosophical and pedagogical bases of formation of the ideology of Azerbaijanism, leading opportunities, means and ways of formation of the ideology of Azerbaijanism in teenagers are revealed. As a social pedagogical phenomenon, students have deepened their knowledge about the essence of the formation of our national ideology.

1. Research leads to the conclusion that the formation of the ideology of azerbaijanism in teenagers should be understood as a pedagogical process that purposefully and consciously organizes and manages their activities in order for them to master the socio-political, moral and ethical national experience.

2. The experiment showed, that the formation of the ideology of azerbaijanism in teenagers is more effective when the upbringing process is organized taking into account the following:

- humanity, patriotism, morality, unity, simplicity, human sensitivity, power, indefatigability in activity, honesty, etc. in the teaching process. to pay more attention to the features, the deep psychology of the Azerbaijani people, which contains high and various talents, the valuable qualities of its mentality;

- the formation of the ideology of azerbaijanism will be effective only if it ensures the development of national beliefs in teenagers, including components with cognitive knowledge, concern for the acquisition of knowledge, personal-emotional, practical effects;

- process of national ideological education of pupils, the process of assimilation of Azerbaijani ideas should be carried out not

only on the basis of teaching materials aimed at the content and means of secular knowledge typical of today's learning technologies, but also to use the tried and tested national opportunities of training and education.

3. The implementation of the organizational and upbringing model developed for the formation of the ideology of azerbaijanism in the learning process and during extracurricular activities creates conditions for teenagers to grow up as citizens of their state, worthy children of their people.

4. The results of the pedagogical experiment proved the validity of the hypothesis and justified the idea that the implementation of the organizational and pedagogical model of upbringing on the basis of national ideas can be a guarantor of the education of teenagers in the spirit of Azerbaijani ideology.

5. The learning process plays an important role in inculcating the ideology of azerbaijanism in teenagers.

6. Extracurricular activities are of special importance in the formation of the ideology of azerbaijanism in pupils of V-IX grades.

In order to achieve successful results in the formation of the ideology of azerbaijanism in teenagers, we consider it expedient to take into account the following **proposals**:

1. It is expedient to include topics and materials in the programs and textbooks of the humanities taught in grades V-IX that will help to form the ideology of azerbaijanism.

2. It is advisable to expand research on the formation of azerbaijanism ideology in pupils

Main content of the dissertation, also the basic ideas put forward in the research, the results obtained are reflected in the following published works of author:

1. Methodological directions of national military-patriotic education of youth in modern times // -Baku: Baku Slavic University "Actual problems of studying the humanities" inter-university scientific articles collection, 2008, № 6, p. 318-321.

2. On the content of the idea of Azerbaijanism in pedagogical theory // -Ganja: Scientific News of Ganja State University.

Fundamental, Humanities and Natural Sciences Series, 2011, № 3, p. 221-224.

3. Education of school youth in the spirit of Azerbaijani ideology // - Baku: Institute of Educational Problems of the Republic of Azerbaijan. Materials of the republican scientific conference on "Organization of work on training and education of the young generation in the education system and directions of its improvement". June 28, 2012, Baku: Translator, 2012, pp.147-149.

4. Features of the work on educating teenagers in the spirit of Azerbaijani ideology // Scientific works of the Institute of Educational Problems of the Republic of Azerbaijan, 2012, № 2, p.120-124.

5. Theoretical issues of educating teenagers in the spirit of Azerbaijani ideology // -Baku: Baku Slavic University "Actual problems of studying the humanities" inter-university scientific articles collection, 2012, № 2, p. 230-234.

6. Theoretical and pedagogical foundations of educating teenagers in the spirit of the ideology of Azerbaijanism // - Kazakhstan State Pedagogical University named after Abai, BULLETIN, series "Pedagogical Sciences", 2012, No. 4, p. 101-105.

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8. Formation of the ideology of Azerbaijanism through the works of Nizami Ganjavi // Nakhchivan Teachers' Institute. Proceedings of the International Scientific Conference on "Modern Problems of General Secondary Education", Nakhchivan, November 24, 2012. Baku; Mutarjim, 2012, p. 224-225.

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14. Theoretical features of formation of national-Azerbaijani ideology in teenagers // Ganja State University. Materials of the I International Scientific Conference of Young Scientists, Part II, Ganja, 2016 p. 201-202.

15. National consciousness and national ideology in education: assessment // Proceedings of the international scientific conference "Assessment of pupils achievement: problems of creating content and tools." Baku, June 25, 2016. Baku: IEPAR, 2016, p.254-255.

16. Psychological aspects of the formation of the ideology of Azerbaijanism in teenagers // Materials of the VIII International Scientific Conference on "Actual Problems of Azerbaijan Studies" dedicated to the 94th anniversary of National leader Heydar Aliyev. Baku: Mutarjim, 2017, p. 588-590.

17. Requirements to the teaching of natural sciences from the point of view of national Azerbaijani ideology // Ganja State University. Materials of the international scientific conference on "Actual problems of modern natural sciences" Part II, 04-05 May 2017, Ganja, 2017, p. 278-279.

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