ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

THE ROLE OF SECONDARY AND HIGHER VOCATIONAL EDUCATION INSTITUTIONS IN THE PREPARATION OF TEACHER CADRES IN NAKHCHIVAN AUTONOMOUS REPUBLIC (1922-1971)

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GENERAL CHARACTERISTICS OF DISSERTATION

The actuality of the theme and the degree of research. Formalization of every people’s national identity, national consciousness is stipulated with the development of its culture, education and teaching. Education is of great significance for exploration of every people’s past. In this regard, to learn about the history of education is one of the issues which are particularly actual. Education history of Nakhchivan, in this respect, is not an exception. Though secondary and higher vocational education institutions in Nakhchivan and their working were explored to some extent in some researches, they have not been studied systematically and in complex form and involved in research in detail. It is possible to claim that such a theme has not been referred to. Submitted dissertation work is the first initiative put forward for the sake of extensively involvement of this problem in research. And this is one of the factors which stipulates the topicality of research work.

Vasif Talibov, the Chairman of Supreme Majlis of Nakhchivan Autonomous Republic making a speech at the meeting of education workers mentioned this issue and said that “Azerbaijan education has many years’ history. Dabestans which gave primary education were widely spread in III-V centenaries. Some historic sources say that there were schools operating in Azerbaijan which gave education in mother tongue in V-VII cc. However, there exist some historic sources and facts pertaining to the periods prior to this, signifying older age of education system.”

The idea of enlightenment starting to take shape from the Medieval centuries in Nakhchivan which is considered to be one of the cultural centers of the East climbed its peak in XX cc. And it has become one of the issues which makes the exploration of the theme actual in the given period.

1Vasif Talibovun Naxçıvan MR təhsil işçilərinin konfransında çıxışı // “Şərq Qapısı” qəzeti. – 2008, 10 sentyabr. – s. 1.
The development of education field beginning from the same period laid the foundation of the return to national-spiritual values for our peoples. As obvious, the basis of education system in XVIII century was composed of schools and madrasas. In that period, children were accepted to schools at the age of 5-6 years old and studied there till 15. Some children, who left the school, continued their education in madrasas. Thus, education institutions which were located in Nakhchivan city continued their activities in XIV-XV cc, as well. Some certain notes find their reflections about this in medieval century historian and geographer Abdurrashid al-Bakuvi’s works. In XIII-XV centuries, Nakhchivan became one of the scientific and cultural centers not only of Azerbaijan, but also of the whole East.

Time passing, education began to develop in Nakhchivan perfectly. This progress was always on the stage of evolution in the period of Nakhchivan khanate. The historian I.Shopen who held a census in Nakhchivan noted in his work about it that Nakhchivan education system was the analogue of education system in other khanates.2

Starting from late XIX century, urban and provincial education centers of a new type began to emerge in Nakhchivan. However, the highest peak of enlightenment, science and education, undoubtedly, began from XX century. Namely, in this century, a wide network was also established in Nakhchivan which is its inseparable part, as in other regions of Azerbaijan our people was involved in comprehensive education. Namely, for this reason, the research of history education and school increases the topicality of the theme more. The theme which has been unsought by now, first time allocation to scientific circulation on the basis of archive materials of some new facts, shows that it is one of the important facts that increases the topicality of the theme.

The schools had a particular role in the evolution of education. If we glance at history, we have seen the existence of great schools and education centers in Azerbaijan even since old periods. Education

2Шопен, И. Исторический памятник состояния Армянской области в эпоху ее присоединения к Российской империи / И.Шопен. – СПб: Типография Императорской Академии Наук, – 1852. – 1231 с.
in Nakhchivan passed through a big development trait in XIX century as well. National leader Heydar Aliyev said addressing to teachers: “School is such a process and organism that everybody- both teachers and students and the whole staff are in progress”.

Of course, in the given period some of such schools present in Nakhchivan were pedagogical technicons and Nakhchivan Teachers’ Institute and Nakhchivan branch of Azerbaijan State Pedagogical Institute.

In historic sources existed in Nakhchivan land, Noah’s homeland Nakhchivan which is regarded as the beginning of world civilization became famous not only for its rich historic heritage and culture, but also with its big intellectual army and genius personalities and brought up talented enlighteners. There are some people among such genius personalities, enlighteners who were graduates in secondary and higher vocational education institutions involved in research. One of them is the issue of great leader Heydar Aliyev which was extensively involved in research.

Herewith, it still remains as a fact that liberty ideals and morality of our people were aggressed by taking the independence of Azerbaijan in 1920, however there were some certain progressions in the field of education of our country in the reign of Soviet power, as well. At any rate, Soviet period constitutes a definite stage in history of Azerbaijan and though it is full of contradictions, occurrence of progress, development in some fields, as well as in education field should be assessed objectively. So that gradual elimination of illiteracy of people, free education, and massive character and systematized form of education and ensurance of worldliness of education are namely related to Soviet period.

In Nakhchivan land, technicons had their own place and great services in the development of pedagogical education, science and culture in Nakhchivan Autonomous Republic. It is advisable to state that there was a pressing need for teaching cadres to teach here as a result of rapid increase of schools in Nakhchivan. For all these, the

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3“Azərbaycan müəllimi” qəzeti. – 2014, 2 may. – s. 4.
necessity of emergence of high education centers appeared to prepare teachers having enlightenment ideas and new thinking ways.

National leader Heydar Aliyev who was curious about enlightenment and loved his teacher said: “I always had great respect for teachers. I am always asked that who were the people you respected most in your youth? I have always answered that they were the teachers who taught me at secondary school. I had more teachers later. I got my study in secondary and higher vocational schools. A number of teachers and scholars taught me. But the knowledge, upbringing and impression that I got from my teachers while I was studying at secondary school in Nakhchivan, always live in my heart. The faces of each of those teachers are still in front of my eyes. I remember when I came back to Azerbaijan, Nakhchivan from Moscow in 1990, I began to look for my teacher first of all. For example, there was Ali Aliyev there. Thank to God that he taught me history”.4

Hundreds of graduates of secondary and higher vocational education institutions of Nakhchivan who passed honorable way as rising to high pillar of mankind civilization are, first of all, committed to the development of science and culture. It is not accidental that the highest indicator of modern civilization is considered to be the progress of education. The development trait to science, education is only through universities, institutes, schools, technicons and colleges. Exploration of such education heritage retains in modern period, as well.

While mentioning the role of secondary and higher vocational education institutions of Nakhchivan in history of our Autonomous Republic, it is worth emphasizing such a feature that it is not only a science and education center, it also means great moral upbringing school.

Today, specialists consider that peoples who passed through honorable trait are, first of all, bound to science, education and culture. As one of the oldest and most civilized peoples of the world, the Azerbaijanis have glorious history of activities in this field in ancient Turkish lands at the door of the East and we had occasion to see the honor of its immortalization. It is not occasional that national

4“Xalq qəzet”, – 1998, 6 may. – s. 2.
leader of Azerbaijan people, Heydar Aliyev said in his speech in the opening ceremony of the new teaching corps on Nakhchivan State University on October 11, 1999: “Nakhchivan has always been the land of Azerbaijan which brought up high-level enlighteners. Today the presence of Nakhchivan State University is the logical result of science, existence and development of culture in Nakhchivan even thousands of years from now” and then added, “This higher school proves that Nakhchivan is the door to the East one more time by establishing wide relationships with science and education centers of neighboring countries”.

The theme to be explored has not been a research object in isolation in the science of Azerbaijan History and has become a research object for the first time. After Azerbaijan gained its state independence, new views and new research works started to emerge in humanities, as well as in study of Home history. Particularly, some fields which were prohibited, handled or falsified for the interest of Soviet principles, and Russian history in the Soviet period, a number of fields were re-explored taking the national view and national ideology into consideration. Research topic in submitted dissertation was investigated namely, with regard to national statehood, for this purpose, historic works, documents and materials published in different periods were utilized for objective comment of education field, explanation and exploration of social-political processes happened in that spell. Some researchers made researches on this topic. So in scientific works by A.Aliyev, İ.Mollayev, H.Javarov, H.Ahmadov, Q.Madatov, İ.Habibbayli, F.Jafarov, Y.Mammadov,

5“Azərbaycan” qəzet, - 1999, 13 oktyabr. – s.1
va\textsuperscript{13}, Nakhchivan encyclopedia\textsuperscript{14} and others, some issues relevant to the topic were explored. Furthermore, while investigating the theme, the works of different authors were approached in a creative way and they were used extensively.

**Object and subject of research.** The object of research of the dissertation is a comprehensive study of the role of secondary and higher education institutions in the training of teachers in 1922-1971 in Nakhchivan, the subject is a decisions made in regarding with secondary and higher education institutions, their activities, the work done during staff training, the detection of graduates in Nakhchivan during these years.

**Aims and duties of the research.** The main goal set forth in the dissertation consists of investigating the role of secondary and higher vocational education institutions in preparation of teaching cadres in Nakhchivan in 1922-1971. To achieve this aim, the following duties are considered to be carried out:

- To explore the development traits of secondary and higher vocational education in Nakhchivan in 1922-1971;
- To analyze the characteristic features of activity of Pedagogical technicons in 1922-1971;
- To learn the conduction of teaching cadre preparation at higher vocational schools, in Nakhchivan Pedagogical Technicons;
- To investigate the establishment history of Nakhchivan Teachers’ Institute in 1939-1954 and its role in preparation of high-educated cadres;
- To explore the role pedagogical practice in cadre preparation in Nakhchivan Teachers’ Institute, Pedagogical technicons;

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-The establishment of Nakhchivan branch of Azerbaijan State Pedagogical Institute and exploration of cadre preparation;
-To explore the issues related to the staff of Pedagogical technicons, and pupil contingent;
-To identify the place of graduates of NAR Teachers’ Institutes and Pedagogical technicons in state construction and education field;

**Research methods.** Research methods constitute the scientific approach, principles to the analysis of archive history, scientific public materials. Working on the theme, critical approach to archive materials, monographies, dissertations directly dedicated to its research, as well as to pedagogical-historical materials, comparative analysis conduction were the major criteria. In the dissertation, historical events and processes were pursued in chronological and logical order, studied and explored. Recent researches were more quoted while investigating the problem, new facts were preferred and the issue were approached from modern point of view.

**The main provisions of the defense.** The main provisions to be defended in accordance with the goals and objectives of the study are as follows.

1. The period of activity of Pedagogical Colleges in Nakhchivan is divided into two parts.
2. Nakhchivan Pedagogical Colleges have played an important role in training teachers for secondary schools.
3. During the Second World War, we see the special role of the employees of Nakhchivan educational institutions, both on the front and in the rear.
4. Graduates of Pedagogical Colleges and Teachers' Institute of the Nakhchivan Autonomous Republic played an important role in science and education, state building.

**Scientific novelty of research.** Scientific novelty of the dissertation work is, first of all, characteristic with the selection of the topic, the setting of the problem, and aim and duty of the work. Current dissertation is the first generalized work for indicated challenge. The novelty of the scientific work is composed of follows:
- Development trait and problems of secondary and higher vocational education institutions were explored comprehensively in the region of Nakhchivan in the years of 1922-1971 for the first time;
- It is the first generalized scientific research work based on multiplehistorical sources and facts about the conduction of teaching cadres at secondary and higher vocational institutions in Nakhchivan in 1922-1971;
- The traits of opening, activity, establishment and development of pedagogical technicons in Nakhchivan and Ordubad were analyzed and commented with facts (1922-1971);
- Development traits of education in Nakhchivan in 1922-1971 were grounded with apt facts;
- Key features of pedagogical practice in cadre preparation in Nakhchivan Teachers’ Institute, Pedagogical technicons were explored on the basis of multiple data of the documents;
- The establishment of Nakhchivan branch of Azerbaijan State Pedagogical Institute, its activity and role in cadre preparation were studied with apt facts;
- The graduates of Pedagogical technicons of Nakhchivan Autonomous Republic and Teachers’ Institute – primarily great leader Heydar Aliyev’s teachers, the specialties that he had, the marks that he got and his activities at school were investigated on the basis of facts;
- The activities of every graduate of NAR Pedagogical Technicons and Teachers’ Institute in state construction and in the field of science and education were explored and disclosed.

**Theoretical and practical significance of the research.** The theoretical and methodological basis of the research is the principle of scientific approach to the analysis of archival, historical, scientific and social materials. While working on the topic, the main criterion was a critical approach and comparative analysis of archival materials, monographs, dissertations and direct pedagogical-historical materials devoted to its research. In the dissertation, historical events and processes related to the topic are followed, studied and researched in chronological and logical sequence. While researching the problem, recent researches are more referred, new facts were given priority, and the issue was approached in terms of modern requirements. Hence, the
research can be widely used in further research in terms of source studies.

**Approbation and application of the dissertation.** The topic of the dissertation was discussed at the meeting of the Presidium of Nakhchivan Branch of ANAS on January 12, 2015 (Protocol № 1) and at the meeting of the Scientific Council on Historical Problems of the Republican Council for Coordination of Scientific Research on February 3, 2017 (Protocol 1/9) was discussed and approved. The main content of the dissertation is reflected in several articles of the author published at different times in our country and abroad. The dissertation can be applied in higher education institutions.

**Name of the organization where the dissertation work has been completed.** Dissertation work was carried out in Nakhchivan section of ANAS. Key principles of dissertation have found their reflections in the articles published by the author in different scientific publications and performance at scientific conferences.

**The structure and scope of the dissertation.** The structure of the dissertation is mainly based on the subject and objectives of the research. The dissertation consists of an introduction, three chapters, a conclusion and a list of references. The volume of the dissertation consists of 17.421 characters in Introduction, 145.816 characters in Chapter I, 60.897 characters in Chapter II, 34.714 characters in Chapter III, and 8.345 characters in the final part, total 267.193 characters.
MAIN CONTENT OF DISSERTATION

In “Introduction” part of dissertation, the actuality of the theme has been grounded, the object of the research, aims and duty, scientific novelty and practical significance have been identified, methodological bases and source background have been shown, exploration level of the theme has been analyzed.

The first chapter of the dissertation entitled “The place of pedagogical technicons Nakhchivan Autonomous Republic” has been divided into four semi-chapters. In the first semi-chapter entitled “Folk education traditions in Nakhchivan till the opening of pedagogical technicons” evolution history of education from Medieval centuries up to now has been overviewed and extensively commented. It was obvious that Nakhchivan enlightenment which has very old and rich school history passed through interesting progression route. Yet the sounds coming from the khanagahs, madrasas, dabestans and other types of education centers existed in Medieval centuries suggest that the land had specific enlightenment and school chronicle. After Azerbaijan had been split up between Tsarist Russia and Qajars State, reforms held in political-economic fields in Northern Azerbaijan which Russia turned into a province, caused strict changes in economic, public and cultural life of Nakhchivan land. At this time, revival of enlightenment based on national traditions in Azerbaijan began to show itself in Nakhchivan in a new form, gave a reason to form progressive democratic enlightener stratum, cultural-enlightening centers of a new type were established, worldly sciences started to be taught.

Beginning from 20-ies of XIX century, the idea of opening state schools in Azerbaijan consolidated gradually. Provincial schools were considered to be opened in some cities of South Caucasus, as well as in Nakhchivan and Ordubad. It is also necessary to note that though education was mainly given in the Russian language irrespective of intentions of tsarist regime, the establishments of such new schools were progressive events for that period.

As one of the biggest cities, prominent people in Nakhchivan required to open schools which gave the education in Russian. All
these resulted in such a thing that government found it necessary to open education institutions called provincial schools in some big cities of Transcaucasia, as well as in Nakhchivan and this was ratified with the regulations of Transcaucasian schools dated on August 2, 1829.\textsuperscript{15} Notwithstanding, the opening of provincial schools in Nakhchivan delayed a little. Delaying to open provincial schools here for several years was explained, before all, with the absence of teaching cadres.

It becomes obvious from the researched archive documents that, the first school in Nakhchivan province was opened on March 25, 1837. Firstly, about 20 children were involved in school. H.Jafarov wrote about this: \textit{The first provincial school of Nakhchivan was opened by Ehsan Khan in his house in March in 1837, Ehsan Khan’s sons took this school their care and they paid 200 manat silver for the benefit of the school}.

Furthermore, local people in Nakhchivan also feel sympathy for school and supported it financially. Only in 1839, 352 manat silver coins were collected by local people in order to help the school.

The goal in opening provincial schools was to spread primary literacy among the elite stratum and to prepare the pupils to continue their education in Tbilisi gymnasium. From 1868 extant provincial schools, as well as Nakhchivan provincial school became 3 main class schools. In the same year, Latin and European languages (German and French) were included in the curriculum.

In relation with public-pedagogical movement and school reforms in 60-70-ies of XIX century, government was obliged to open new schools called city schools. Extant provincial schools gradually turned into city schools in relation with the new regulations accepted on May 31 in 1870. With those regulations, Nakhchivan provincial school was re-established in 1877 and called city school. As a type, the emergence of more dominant city schools was a big step towards the future. Except Azerbaijani and Russian, arithmetic, geometry, geography, history, natural science painting was taught here.

Transcaucasian Teachers’ Seminary which was founded on September 12 in 1876 had a special role in the development of Nakhchivan people’s enlightenment.\(^\text{17}\)

Generally, E.Sultanov, M.Suleymanov, A.Khalilov, M.Shahtakhtinsky, M.Kangarly, S.Khalilov, A.Sultanov, Q.Sharifov, A.Qamkursar and others had great service in the development of people’s in Nakhchivan. Nevertheless, social-political situation happening in Tsarist Russia and Azerbaijan generated crisis in the field of education system as in all other fields as well. As a result of Tsarist colonialism policy, majority of population of Nakhchivan land was illiterate. The number of the people, who could write and read, constituted only 3-4 percent of total population.

In the second semi-chapter of the chapter entitled “The traits of development of primary, incomplete and secondary education in Nakhchivan in 1922-1971” the level of progress of primary, incomplete and secondary education has been explored. As a result of researches, “Regulation about the I degree labour schools of Azerbaijan SSR” confirmed by Colleague of People’s Education Commissariat in 1922 appeared to play a great role in the construction of a new school in Nakhchivan which is the inseparable part of Azerbaijan. “Regulation about the People’s Education Commissariat” was confirmed by Central Executive Committee of Nakhchivan Autonomous Republic”. According to the regulation, the Committee of Revolution leading the programs and requirements of the party, explained to the labourers that old type secondary and primary schools which impede the pupils’ labour progress would be substituted by full vocational education. The new school will consist of two degrees: the first one will be for five years, and the second one will be for four years. The lessons will be had in native language and the teaching will be conducted collaboratively as possible as could be. All these gave crucial gifts to the development of primary, incomplete and secondary education.

In the spell discussed, the greatest event in the field of people’s enlightenment was the involvement of the girls in education. While

the number of girls at schools of Nakhchivan was 80 in the first years of Soviet reign, it increased 5.5 times in 1925 compared by 1920 and reached from 100 to 1083. In 1930-1931 academic years, totally 1377 pupils aged 8-12 were involved in compulsory education and 669 of them were girls in autonomous republic. As a result of enlargement of the school, in the next year, the number of schools reached 163 and the number of pupils reached 16,427 and 5,552 of them were girls.

In May of 1928, a decision was accepted about “The construction of 4 and 3 classroom schools in the republic” at the meeting of Honorable Presidium of Nakhchivan CEC. According to this decision, schools were built in some village. For shifting to primary compulsory education, while 350,046 manats was allocated from the budget of Nakhchivan ASSR in 1925-1926 academic years, 447,363 manat funds was allocated for the same purposes in 1929-1930.

4 secondary schools were opened in Shahbuzkand, Yengija, Abragunus, Bist villages in 1938. Besides, pedagogical technicon for 112 students in Ordubad city, pedagogical worker faculty for 110 students, 12 new primary schools were opened.

There were 865 teachers (109 women) in 1938-1939, 960 teachers (128 women) in 1939-1940, 1027 teachers (140 women) 1940-1941 in autonomous republic.

Nakhchivan and Ordubad Pedagogical Technicons and biannual Teachers’ Institute which began to work in 1939 played an important role in the preparation of teaching cadres. There were 960 teachers in the schools of autonomous republic in 1939-1940, and 170 out of them had higher and secondary education level.

School network was enlarged in the republic in 1948-1949 academic years, the number of pupils reached from 23,934 to 24,423. In 1951 in Nakhchivan ASSR the total number of pupils who studied at 31 secondary, 80 seven year and 70 primary schools reached 23,524, 12,833 out of them studied at primary, 8,424 out of them at seven-year, 2,264 at secondary schools.

From 1949 education was seven-year period in Nakhchivan AR while it became compulsory eight-year education in 1959, and from 1966 secondary education began to be implemented for ten-year
period. In 1969-1970 academic years, three-year primary education was applied.

In 1946-1961 in Nakhchivan ASSR the network of comprehensive schools enlarged and important changes occurred in their structure. In the period while being involved in research, there were some teachers in Nakhchivan who got the title of Honoured Teacher of Azerbaijan SSR. With the decisions of “About the improvement of the work of secondary comprehensive schools” (1966) Nakhchivan schools Council ECP CC and SSR Ministers’ Council created a crucial turning point in their work.

In July of 1969, great leader Heydar Aliyev’s coming to power, made Azerbaijan the leader in former union and brought about a myriad of achievements in economy, industry, construction, agriculture, culture, science and education. In 1971 while he was working as the primary secretary of Azerbaijan, Heydar Aliyev said in XXVIII congress of CP CC making a report of CC: “All our society should take attention and care to schools”.

In the dissertation work, III semi-chapter of the first chapter is named “The opening of pedagogical technicons and their activity in Nakhchivan and Ordubad (1922-1945)”. The opening and activity of pedagogical technicons in Nakhchivan and Ordubad were studied in this semi-chapter.

As a result of researches, it became known that after the establishment of Soviet Power in Nakhchivan, Nakhchivan Republic People’s Education Commissariat started to conduct teacher seminars in relation with the instructions of the party and government. The First Congress of Nakhchivan province teachers were organized on August 28 in 1922 and main issues of province teachers were solved here. In the Congress a decision was accepted about the opening of teacher seminary in November of 1922 and its provision with facilities and teaching aids.

The Teachers’ Seminary played a great role in the development of the culture of the workers of the region, in the training of literate personnel for the people's education. In the 1923-24 academic years,

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18Şərq qapışi” qəzeti, – 1971, 11 mart, – s. 1-2
the Male Teachers’ Seminary became the Nakhchivian Pedagogical Technicon. In December 1923, by the decision of the Presidium of the Nakhchivian Regional Executive Committee, the Nakhchivian Male Teachers’ Seminary was moved to Ordubad.

On August 16, in 1925 the meeting of staff council of Nakhchivian People’s Education Commissariat was held. The consolidation of pedagogical technicons, the move of Ordubad technicon to Nakhchivian and issues about “Unas” pedagogical technicon were discussed at the meeting. In 1925, Fatma Alizadeh was appointed a director of Women’s (“Unas”) technicon.

In 1925/1926 academic years 119 students studied in men’s pedagogical technicons while 55 students studied in women’s pedagogical technicons. In 1926/1927 academic years, first graduates came out consisting of 18 teachers and they were distributed to schools. In 1927-1928, 24 graduates graduated Nakhchivian Pedagogical Technicon. As men’s and women’s technicons were consolidated, the number of teachers in technicon increased dramatically, the teachers from other regions of Azerbaijan entered the pedagogical staff of the technicon.

In 1930, worker faculties began to function in Nakhchivian Pedagogical Technicon. The first pedagogical worker faculty in Nakhchivian Autonomous Republic was opened within Nakhchivian Pedagogical Technicon in 1930-1931 academic years. 30 students studied in worker faculty. Let’s note that worker faculties played a big role in higher education institutions.

It was known as a result of the researches carried out, 8 month pedagogical course was opened in Nakhchivian Pedagogical Technicon in 1932. Omar Aslanov was the director of this pedagogical course.

19 Naxçıvan MSSR Xalq Maarif Komissarlığının hesabatı // NMRDA, Fond №1, siyahı №1, iş № 373, vərəq – 18
20 İnqilab Komitəsinin və Vilayət Komitəsinin iclas protokolları // Naxçıvan Muxtar Respublikası Dövlət Arxiv (NMRDA), Fond № 63, siyahı №1, iş №3, vərəq – 152
21 Naxçıvan MSSR Xalq Maarif Komissarlığının iclas protokolları // NMRDA, Fond №1, siyahı № 1, iş №23, vərəq – 33
In August of 1938, the issue of abolishment of worker pedagogical faculties in Nakhchivan was discussed at the bureau meeting of Azerbaijan CP and Nakhchivan ASSR People’s Council of Commissars. According to the decision accepted Nakhchivan pedagogical worker faculty was abolished in September of 1938 and was consolidated to Pedagogical Technicon. Thereinafter, pedagogical technicon continued its function in full-time and part-time departments.

It turned out from the archive documents pertaining to the activity of the technicon in 1930 that the holding of extracurricular cultural-massive events alongside the teaching process till the end of activity of technicon were put forward, and generated a ground for progression of social thought in students by means of the same events. These events played a key role in the students’ comprehensive development.

To give a new scope to instruction-teaching process in Nakhchivan Pedagogical Technicon, the state of mother language, community, mathematics, nature study and other lessons in methodological organizations is discussed and a special place is given to exploration of prominent experience. All these generated a basis for the further activities of students of technicon.

To meet the needs for teacher cadres, Pedagogical technicon was opened in Ordubad in 1937-38 academic years. Pedagogical technicon which was the continuation of Ordubad Teachers’ Seminary worked here for 20 years. It provided our republic with more than 1000 teacher cadres who have very honourable and difficult profession. The first director of the technicon was appointed Mehdi Mehdiyev. Let’s note that while the budget of Ordubad Pedagogical School accounted for 111,300 manats in 1937-1938, it increased and became 368,700 manats in 1939-1940.

In 1940-1941, 94 students graduated from Nakhchivan Pedagogical Technicon and 92 students completed Ordubad Pedagogical Technicon and began to work. In 1941 Nakhchivan Pedagogical Technicon was abolished and consolidated to Ordubad Pedagogical Technicon. The reason for the closing down of
Nakhchivan Pedagogical Technicon was that Nakhchivan Biannual Teachers’ Institute began to function in 1939.

During the years of the World War II, Ordubad Pedagogical School began to build up its job according to war conditions. A perfect military cabinet, self-defense group was organized here. Military work has always been paid attention in Ordubad Pedagogical School, some work was done to improve military construction work.

During the years of the World War II hundreds of graduates of Nakhchivan and Ordubad Pedagogical technicons defeated the enemy and had their names written in heroic chronicle of Azerbaijan people.

IV semi-chapter of I chapter is titled “Evolution and development traits of Pedagogical technicons in restoration and construction work (1946-1971)”, Evolution and development traits of Pedagogical technicons shave been investigated in this semi-chapter and events carried out in this field were put in front.

Pedagogical technicons made progress in the years of renovation and construction as well. Thus, it turns out from the archive documents belonging to 1946-1947 years, 39 students graduated the school successfully and got the reputation of primary school teacher with the decision of Pedagogical Council. In 1946-1947, 110 students were accepted to Ordubad Pedagogical Technicon, and the accepted ones were not from only Ordubad region, but also from different regions. In 1949-1950, according to the plan given by Azerbaijan SSR Education Ministry, 90 students had to be admitted to the school. 185 entrants introduced their documents for admission, they were tested and 90 out of them were admitted to I course.

In 1947-1948 a newspaper titled “Young pedagogue” was published in Azerbaijani and Russian languages at school. This newspaper had a great role in rising the quality of teaching. There was a meeting hall for 200 people, performance stage, reading hall, library, cabins at school in 1950-51. In the same year, 9000 books costing 15000 manats were given to students’ usage in Ordubad Pedagogical school.14 teachers worked in Ordubad Pedagogical school in 1956-1957. Ordubad Pedagogical School was closed in 1958 and re-organized in Nakhchivani in 1965.
As a result of strict supervision of teachers at school, the quality of the lesson surged, exemplary discipline dominated at school. As it was at the beginning of the previous century, pedagogical school was the only center in autonomous republic that prepared teaching cadres. In 1967, 91 graduates of Nakhchivan Pedagogical School were given under the disposal of Nakhchivan ASSR Education Ministry. With the order of Nakhchivan ASSR Education Ministry, the graduates were sent to the schools of autonomous republic where there was a pressing need for teaching cadres.

In 1966-1967, document acceptance for a new specialty – nursery school teacher started in Nakhchivan Pedagogical School, and appliance for physical training major began in 1969. Student admission decreased with relation to the opening of the branch of Azerbaijan Pedagogical Institute in Nakhchivan city in 1967. The demand of the chairman of Ministers’ Council of Nakhchivan ASSR. On August 1, 1971 Pedagogical School was abolished and Polytechnical Technicon was established on its basis and student admission was declared. In 1970-1971, the students who were admitted to Pedagogical School continued their education.

The second chapter of the dissertation is entitled “Formation, development of higher and secondary special education institutions in Nakhchivan Autonomous Republic and their role in the training of teachers”. The first semi-chapter of this chapter explores, “Evolution history of Nakhchivan Teachers’ Institute and its role in preparation of high educated cadres (1939-1954)”. It was known as a result of researches, Nakhchivan Teachers’ Institute was established on the basis of decree issued by Nakhchivan ASSR People’s Council of Commissars on August 14, 1939.22

So from September 15 to September 25 in 1939, 190 applications were taken to be admitted to Biannual Teachers’ Institute. 40 entrants joined the army though they appealed, 49 entrants failed

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22Naxçıvan Dövlət Müəllimlər İnstitutuna daxil olmuş təliqələr // NMRDA, Fond №224, siyahı №11, iş №230, vərəq – 46
the exam, and 121 entrants were admitted to Biannual Teachers’ Institute as they passed the exam.\textsuperscript{23}

Nakhchivan Teachers’ Institute began to function with two faculties: physics-mathematics and language-literature faculties. Besides, according to the order dated 10.10.1939 about the conduction of preparation classes at Nakhchivan Teachers’ Institute, organization of preparation classes was allowed according to the order issued by Azerbaijan SSR Higher Schools’ Office. At the end of 1939 165 students including preparation courses got education in Nakhchivan Biannual Teachers’ Institute. First graduation of Nakhchivan Teachers’ Institute occurred in 1941. In the first graduation 65 students completed the institute. 13 out of them were the graduates of physics-mathematics faculty. First graduates were sent to the disposal of Nakhchivan People’s Education.\textsuperscript{24}

In 1940-1941, the second admission for the institute began. As the second admission overlapped with the course of World War II, it unconditionally affected the admission, too.

Admission to the corresponding department in Nakhchivan Teachers’ Institute was organized in 1944-1945. First admission and demonstration circulation were held in Nakhchivan and Ordubad cities in July and August of 1944. For the first time, 163 students were involved in corresponding department, 106 students were admitted to history-philology faculty, 23 students to nature study-geography faculty, 34 students to physics-mathematics faculty.

In the first years when the war began, Nakhchivan State Teachers’ Institute named after Jalil Mammadguluzadeh, encountered some hardships in 1941-1945. However staff’s resolution and hard activity did not allow the tempo of work to reduce.

When Nakhchivan Teachers’ Institute named after Jalil Mammadguluzadeh started to function in 1939, though the teachers having sufficient pedagogical mastership were involved, the number of teachers increased considerably in the institute in 1950. Nakhchivan

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\item[23] Naxçıvan Dövlət Müəllimlər İstitutunun dərs proqramları // NMRDA, Fond №224, siyahı №5, iş №23, vərəq – 29
\item[24] İstitut tələbələrinə Müəllimlər İstitutu tərəfindən verilən müvəqqəti vəsiqələr // NMRDA, Fond №224, siyahı №1, iş №44, vərəq – 58
\end{itemize}
\end{footnotesize}
State Teachers’ Institute named after J.Mammadguluzadeh which functioned for 4 faculties (full time and corresponding) in 1939-1954 providing the autonomous republic with pedagogical cadres with secondary education, played an exceptional role in tense periods for development of education in autonomous republic.

The second semi-chapter of this chapter explores “The role of pedagogical practice in cadre preparation in Nakhchivan Teachers’ Institute and Pedagogical technicons”. Implemented pedagogical practice is of great significance in the preparation and formation of high-qualified teacher cadres who meet the needs of the current period. Pedagogical practices prepare them for the profession of teaching, the students master the mission of educators alongside with instruction. It became known from the researches that pedagogical practices were very significant either in Nakhchivan Pedagogical Technicon (1922-1941; 1965-1971) or in Ordubad Pedagogical Technicon (1937-1958). Pedagogical practice of the students who were admitted to Teachers’ Institute in 1940-1941 was held at schools number 1, 2, and to lead observed practice and sample lessons was assigned to practice leader Davud Israfilov, giving written information about the course of practice every 10 days was shown in the order given by the leadership of the Institute. From April 15, to May 10 of 1943, language-literature faculty under the leadership of Assad Jafarly was in pedagogical practice at school № 1, testing lessons conducted by the were evaluated with “excellent” and “good” marks.

The conclusion of pedagogical practice of undergraduates of Nakhchivan Biannual Teachers’ Institute that they had in Nakhchivan city schools was discussed time to time. The beginning of pedagogical practice, dispatching of students to schools, the list of supervisors were directly sent to Nakhchivan ASSR Education ministry.

The leadership of the Institute created a special comission and sent it to schools in order to increase the supervision over the conduction of pedagogical practice and to raise the efficiency of those practices. The best teachers were added to the composition of comission created by institute leadership in order to assist the students methodologically and to supervise their work.
During the term when Nakchivan Pedagogical School operated, the students conducted consistent practical trainings for their agricultural knowledge under the leadership of Movlud Abbasov, Tahira Rzayeva, Adil Hajiyev on the state farm of Zone Practice Station, Nakhchivan Horticulture, and Twigging sovkhoz according to curriculum and they consolidated their knowledge in practice which they had from the subject of nature study. In general, in this semi-chapter, the names of some students who took part in pedagogical practice on the basis of archive materials, the names of the schools that they attended during the practice, the marks that they received and the schools that they were attached to after practice were extensively involved in research.

In the third semi-chapter entitled “The establishment of Nakhchivan branch of Azerbaijan State Pedagogical Institute and its role in cadre preparation (1967-1971)” the establishment of Nakhchivan branch of Azerbaijan State Pedagogical Institute and its role in cadre preparation were investigated. It was known from the researches that as a result of extensions of the network of comprehensive schools, there appeared a pressing need for high educated teacher cadres. Therefore, there was a necessity for emergence of Nakhchivan branch of Azerbaijan State Pedagogical Institute in Nakhchivan. The branch to be opened in Nakhchivan was a part of Azerbaijan Sate Pedagogical Institute. In summer of 1967 student admission to the branch was declared. The most educated graduates of the schools of Nakhchivan Autonomous Republic applied for Nakhchivan branch of Azerbaijan State Pedagogical Institute. Nakhchivan branch of Azerbaijan State Pedagogical Institute was opened on the basis of old school №1 being 3 vacancies on the staff (principal, deputy of principal for teaching issues and supervisor).

In 1970 Nakhchivan branch was the first and the only higher education institution in Nakhchivan ASSR, having 5 faculties: history, literature, mathematics, geography, physics faculties operated, 506 students in full time department and 434 students in corresponding department studied here. In 1970 25 teachers worked on the staff in the branch, and 18 teachers worked hourly. 11 teachers out of them were candidates of sciences, 7 out of them were the post-graduates
and dissertants of separate institutes. Safaraly Babayev worked as a director of the institute.\textsuperscript{25}

In later period, beginning from 1972, special faculties were opened to prepare teachers for primary education pedagogy and methodology, physics, common technical subjects, labour, chemistry, biology specialties in Nakhchivan State Pedagogical Institute. All these developed and improved gradually with activity, its curriculums, programs and instructions of Azerbaijan Pedagogical Institute.

The third chapter of the dissertation entitled “The graduates of Nakhchivan Autonomous Republic Pedagogical Technicons and Teachers’ Institute” consists of three semi-chapters. In the first semi-chapter entitled “The graduate of Nakhchivan Pedagogical Technicon, national leader Heydar Aliyev” admission of great leader Heydar Aliyev to Nakhchivan Pedagogical Technicon, subject that he studied there and other issues were explored.

One of the most prominent students of this technicon, the president of Azerbaijan Republic, renowned statesman, the bearer of the titles of “Great Leader”, “National Leader” was Heydar Alirza oglu Aliyev. He was admitted to Nakhchivan International Pedagogical Technicon in 1936-1937. It turns out from the explored archive documents that 170 students were admitted together with the students of preparation department of Nakhchivan Pedagogical Technicon in 1936-1937. 30 out of them were divided into preparation department group and 140 students were divided into 4 groups, A, B, C and D, 35 in the group A, 34 in the group B, 34 in the group C, and 34 students in the group D studied. Our great leader studied in the group “C”. Heydar Aliyev studied at the school with the best marks and considered to be the model pupil. Finally, he got excellent marks from all subjects.

As a result of researches, the names of great leader’s teachers from all subjects were given separately, which student card he had during the exams, what mark he got from which subject were

\textsuperscript{25}Naxçıvan MSSR-də xalq maarifinin inkişafi // NMRDA, Fond №713, siyahı №1, iş №89, vərəq – 37
revealed. Furthermore, great leader’s later labour activity was also involved in research in this semi CHAPTER.26

In the second semi-chapter of the third chapter entitled “The graduates of Technicons and Teachers’ Institute in state building” the activities, the posts of the graduates of Technicons and Teachers’ Institute in state building were involved in research. As a result of researches carried out, it became known that the graduates of Nakhchivan Pedagogical Technicon and Teachers’ Institute played a special role working in the field of creation of statehood and consolidation, state building and administration. In dissertation work, the names of each of these graduates are spelled out separately. It is possible to note Khudiyev Manaf Asgar oglu, Kangarly Nasrulla Yaqub oglu, Azimov Huseynqulu Gurban oglu, Yusifov Abil Mammad oglu, Mehdiyev Hasan Musa oglu, Akbarov Muhammad Hamza oglu, Gurbanov Ganbar Heydar oglu, Imanov Jafar Alasgar oglu, Azimov Ali Husseyn oglu, Rzayev Habib Allahverdy oglu, Nabiyev Yusif Mustafa oglu and others among them.

In the third semi-chapter entitled “The graduates of Technicons and Teachers’ Institute in the field of science and education”. The graduates’ activities of Technicons and Teachers’ Institute in the field of science and education were involved in research. It was known from the explorations that there were not only prominent people who worked in state organs, state building, but also who gave their life to science and education field and ended their life in this field among the graduates of Nakhchivan Pedagogical Technicon and Teachers’ Institute. We can name Bektashy Mammad Jabbar oglu, Babayev Safaraly Yaqub oglu, Jafarov Mammad Zeynalabdin oglu, Mammadyarov Maharram Ali oglu, Aliyev Jalal Alirza oglu, Nasirly Mazaffar Gasim oglu, Seyidov Yahya Gasim oglu, Akhundov Musa Abutalib oglu, Mammadov Dovlat Heydaroglu, Mirishly Adila Yusif qizi, Tahirova Nazly Amirsuvar qizi, Zamanova Khurshud Mammad qizi, Mammadov Vaqif Jafaroglu, Mammadova Hokuma Gasim qizi, Akhundlu Yavuz Ibrahimkhalil oglu, Sadigov Shukur Ali oglu and others.

26Naxçıvan Pedaqoji Texnikumunun direksiya müəllimlər və texniki işçilərin sənədləri // NMRDA, Fond №8, siyahı №2, iş №45, vərəq – 42
By summarizing the provisions of the dissertation, the following conclusion can be drawn:

- Although we observe that the traditions of education in Nakhchivan date back to the Middle Ages, it turned out that the greatest achievements in the field of education in Nakhchivan were achieved in the twentieth century (1).

- After studying the activities of technical schools in 1922-1971, it was concluded that in the mentioned period, Nakhchivan had a high level of educational traditions and educational institutions.

- The establishment of the above-mentioned technical schools in the early twentieth century and the training of high-level personnel in these technical schools for that period show that education in Azerbaijan and its integral part, Nakhchivan, has long been in a process of development (4).

- In 1922-1971, the ways of development of education in Nakhchivan were revealed, the formation and development of higher and secondary specialized educational institutions in Nakhchivan Autonomous Republic were studied, for the first time the history of Nakhchivan Teachers' Institute and Nakhchivan branch of the Azerbaijan State Pedagogical Institute's role in training higher education were viewed in 1967-1971. However, it should be noted that despite the establishment of such high-level institutions, for some reason parents were not very interested in girls' higher education. We see this in the admission plans (5; 8).

- Issues related to the staff of pedagogical technical schools, student contingent were studied in the research work, the place of graduates of pedagogical technical schools and Teachers’ Institute of Nakhchivan Autonomous Republic in state building and education was determined (1; 7).
The main content of dissertation work has been covered in the following published scientific articles:

3. Организация и развитие высшей и средней специальной школы в Нахичеванской АССР (1922-1927 г.г.) // – Киев: Гилея, – 2016, – с. 140-142
7. Ордубадское Педагогическое Училище в годы Великой Отечественной Войны // – Актуальные научные исследования в современном мире. Переслав-Хмельницкий, 2018, № 6 (38), – с. 60-62.
8. История развития Нахчыванской средней школы // Международная научная конференция. Актуальные научные исследования в современном мире. Материалы LXXI международной
The defence will be held on 05 November 2021 at 13:00 at the meeting of the Dissertation council ED 1.13 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Nakhchivan Branch of the Azerbaijan National Academy of Sciences.

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Dissertation is accessible at the Nakhchivan Branch of ANAS Library.

Electronic versions of dissertation and its abstract are available on the official website of the Nakhchivan Branch of ANAS.

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