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**Kamala Mustafayeva,**

doctoral student in the PhD program (pedagogy)

Azerbaijan State Pedagogical University.

Baku, Azerbaijan.

 <https://orcid.org/0000-0002-3059-0668>

[kmustafayeva@khazar.org](mailto:kmustafayeva@khazar.org)

## **USING MUSEUM MATERIALS IN HISTORY CLASSES AS A TOOL FOR FORMATION THE WORLDVIEW OF AZERBAIJANI STUDENTS**

**Abstract.** As is known, education is a priority area in the life of the society and plays an important role in the development and formation of a person. It is necessary not only to acquire knowledge and skills, but also to ensure the development of the student and the person as a whole. The main subject of the educational process is the learner (pupil, student, etc.). In addition to acquiring and developing theoretical knowledge as a carrier of knowledge and skills, the Learner must acquire the necessary skills and habits, apply the acquired knowledge in practice and in life, thereby be ready for independent activity and choosing a profession, be competitive in the market economy, and be able to build his own life independently. From this point of view, the educational excursion is not limited to the students' visual imagination, but has an educational, cognitive and developmental nature. Educational excursion is one of the tried-and-tested forms of organization of training and plays an exceptionally important role in teaching history. Museum materials are used in history classes. Students benefit from those materials as a means of formation the learners' mental outlook. The worldview is an integral part of the educational and learning process. This is a complex and profound concept that impacts the approaches and views of students. Every person trying to understand the world inevitably plunges into the depths of philosophical reflection. People approach each problem, event, situation from the point of view of logical thinking and study them with a critical creative approach. This process, which is directly related to cognitive theory, encourages every student who does not fully understand the new reality to use new methods and means. The worldview is a common system of our common ideas about the world around us. It forms a general system of diversity that determines our behavior in everyday life. The main question of the worldview is a person's attitude to the world and the totality of

irrefutable realities arising from it. According to experts of the modern world of knowledge, current life requires comprehensive information. In this sense, knowledge and skills must be provided in accordance with the modern requirements of that world. Thus, the transfer of knowledge should not be limited to the transfer of information, but should contribute to the improvement of skills that will be effectively applied. From this point of view, an educational excursion is not limited to burdening students with only visual images; in its course, it should include a description of an external object and disclosure of the essence of the event, its patterns. Theoretical material activates the assimilation of visual objects and helps to understand their essence. It also makes it possible to form the necessary historical ideas, master complex concepts and obtain generalized knowledge. The teacher should teach students to read and see monuments and exhibits.

**Keywords:** historical monuments; education, assimilation; worldview; teaching history; educational excursions; museum exhibitions; development; students; increased interest.

## **INTRODUCTION / ВСТУП**

**Statement of the problem / Постановка проблеми.** A person's active life position in society and successful activities depend on the degree of his understanding of reality (nature, society and the person himself). The more fully and adequately reality is reflected in a person's consciousness, the more active a person becomes, sets realistic goals for himself and carries out more purposeful activities. It is clear that an adequate possibility of reality, a complete understanding of the world, is a complex, contradictory and difficult process. From what has been said, we come to the conclusion that understanding the world passes through the formation of a worldview. Research shows that the most optimal way to achieve this goal is the effective use of museum materials (educational excursions) in teaching history.

Having substantiated the relevance of the problem we are studying, it turned out that students who master theoretical issues of the subject of history in classes, with the help of educational excursions organized to museums, centers of material and spiritual culture, which are the sources of this subject, develop the following stages of knowledge in them:

- theoretical knowledge acquired by students is visualized in the museum;
- theoretical understanding creates conditions for conscious assimilation in the museum;

- the obtained theoretical material (through its connection with museum materials) makes it possible to fully apply it in the museum;
- analysis, synthesis of historical materials, created visibility contributes to the development of students' analytical thinking;
- assessment in the museum takes place in a collective form.

Acquiring knowledge, coordinating it with life and museum materials creates the fundamental motive for shaping the worldview of students. The philosophical literature on the nature of worldview says: "A worldview is a set of principles, views and beliefs that determine the direction of activity and attitude to reality of a particular person, social group and society as a whole. Worldview is formed from elements of all forms of social consciousness" [1].

As we see, the problem has both economic, political and general pedagogical significance. Therefore, there is a great need to study such a pressing problem and fill the gap in the field. By examining the presentation of this problem in educational documents, we determined that the history curriculum also requires the importance of solving the problem. This document states: "teaching the history of Azerbaijan in secondary schools is based on deep and comprehensive knowledge, skills, high intelligence, broad worldview and the formation of a personality that is constantly developing, based on its historical roots, traditions, material and moral values, deeply understands and honors his past, loves his family, homeland, people and eternally strives for its exaltation [2].

We identified the object of the problem we are studying to expand the worldview of students through the use of museum materials in teaching history.

**Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій.** From the analysis of basic research and publications, it is clear that the problem of expanding students' worldview through the use of museum materials in teaching history has been chosen as an object of study by many researchers.

In the article by G. Ganieva "Training of future primary school teachers in the school local history system" materials were prepared in accordance with the standards established by the state for higher education. The material highlights theoretical and practical problems of school local history.

The author, explaining the issues of organization and use of local history, notes the following:

- preparation of lectures and illustrations;
- selection of literature on local history;
- didactic and educational impact of using local history;
- providing tasks for organizing and preparing quizzes and competitions;
- preparation of corners, calendars and diaries on local history, etc. [3].

In A. Sayidova's article "What should museum education be like in a history course," the author very succinctly made his contribution to solving the problem. The article simply and clearly explains the rules for planning and conducting lessons in museums, their didactic and educational impact. Talking about the didactic significance of history lessons held in museums, the author notes: "Students participating in history lessons held in museums, with the help of museum materials, more consciously understand the past. When more complex questions arise, it is necessary to resort to large-scale research projects" [4].

E. Weber's article shows the importance of using museums in the educational process. The author rightly criticizes the test learning system based on memorization. It is emphasized that the educational opportunities of museums are not sufficiently used by schools. It should be noted that in Azerbaijan, the educational opportunities of museums are not sufficiently used. K. Weber rightly notes: "The study of science requires stronger, progressive educational initiatives," he emphasizes the need for cooperation between museums, schools and society to achieve scientific achievements [5].

### **AIM AND TASKS / МЕТА ТА ЗАВДАННЯ**

In the early 2000s, a number of history teacher experts also developed an innovative and interactive methodology for teaching history in schools, where its *main goals* were outlined:

- familiarizing students with events and facts of domestic and world history, as well as with the main processes of development of human society;
- creating in students an idea of the types of historical sources; their characteristics, developing their analysis skills;
- developing in students the ability to independently analyze events of the past and present, to reveal cause-and-effect relationships, generalize facts, and use the knowledge gained from studying history at school in analyzing and assessing the current state of society;
- formation in schoolchildren of an active life position, patriotism, respect for other peoples, familiarization with universal humanistic values.

To achieve the goal, it is necessary to define the following *tasks*:

- to clarify the essence, goals and objectives, the level of research of the problem, didactic, psychological and philosophical foundations for the formation of students' worldview through the use of museum materials in teaching history;
- identify effective ways to organize classes held in museums, using the didactic and educational opportunities of extracurricular and extracurricular educational excursions;

- determine the level of effectiveness of the system of work on shaping the worldview of students using museum materials through a pedagogical experiment.

## **THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ**

When studying the situation of the problem in school practice, it turned out that many teachers skillfully coordinate history lessons with museum materials. They periodically organize excursions to regional and central museums, historical monuments, centers of material and spiritual culture. The second group of history teachers organize educational excursions only at the insistence of school leaders. The third group of history teachers (and they are the majority) do not visit museums at all and do not conduct educational excursions. In order to increase efficiency and expand the worldview of students by using museum excursions in teaching history, it is advisable to give students tasks that are appropriate to their age, knowledge and skills.

The main focus was on increasing students' interest in history and museums. The philosophical basis for the effective use of museum materials and educational excursions in teaching history is the existence of the individual, an understanding of existence with reality, modern critical and objective views on the development of social life, the political structure of states, changes in the past and existing legal systems.

Analyzing history programs and textbooks, it becomes clear that there are very wide didactic opportunities for using museum materials when teaching topics from ancient times to the present day. The use of these opportunities with pedagogical skill largely depends on the competence of history teachers and their high professionalism. The 21st century has many opportunities for this. In the field of teacher training, all conditions have been created for the development of new teaching technologies. In secondary schools, classrooms are equipped with smart boards, and computers are provided for each student. Many schools have buses to facilitate the movement of students. Students can use school buses to go on educational excursions and visit historical sites. Teaching history lessons in a museum does not mean that covering any arbitrary topic will be effective. This is absolutely not true. The topic carried out in the museum must be related to the museum, historical monument, center of material and spiritual culture. Only topics that meet this compatibility are taught in museums. The quality of education largely depends on the creation of an effective educational and training environment. Compared to the learning environment, the educational environment should encourage the learner to develop freely and be a creative individual by being general, abstract, broad, comprehensive, it should be life itself, and learners should be in life. The

learning environment should be such that students can think independently in order to find the truths of life at school, can cooperate in a group and collectively, and can solve the problems (asked questions) in the conditions of mutual respect and communication. In the conditions of a proper education and learning environment, the school should focus all its attention on the comprehensive development of students, and the satisfaction of their interests and needs. In this case, the purpose of education can ensure that knowledge is given to students not only theoretically, but based on practice, in a developmental nature. The creation of an environment that ensures mastery is also important in the organization of training. Students are directed from practical issues to theoretical principles (from the concrete to the abstract) by being guided to choose one of the alternative versions, engaging in projects based on and enabling problem solving. At this time, the teacher directs the students to solve the problem and gives them advice. We want to say that the training should focus not only on the knowledge defined by the textbooks, but also on the problems that interest and concern the learners. Research shows that by giving preference to the project method in the learning process, learners achieve faster and independent problem solving.

Worldview is the general system of our general ideas about the world around us. It forms a general system of diversity that determines our behavior in everyday life. The main issue of worldview is a person's attitude to the world and the set of irrefutable realities arising from it. "Worldview is the basis of public and individual consciousness, and at the same time, it is a process that supports human activity. Many researchers consider the functions of worldview as humanistic, social-axiological, cultural-educational, informational"). Although the theoretical-methodical literatures that we examine in order to determine the place and role of worldview in human life approach the problem from different aspects, they are unanimous in the issue of the importance of a sufficient worldview for a person. In the nearly five thousand years of society, people have constantly tried to expand and improve their worldview. From the essence of the worldview, that is, the worldview is a set of principles, views and convictions that determine the direction of the activities of a separate person, social group or society as a whole and their relationship to reality.

Worldview includes the structural components of common sense, such as research, analysis, synthesis, and generalization. We also encourage learners to take a critical and creative approach to events and processes by applying new teaching methods in the organization of the learning process. From this point of view, the scientific knowledge and achievements they will acquire in the training form the philosophical basis of their outlook.

Another important point to note is that the training process is not only a matter of modern times. This issue has been important for all civilizations that have developed in human society.

It is well known that the source of education stems from the ancient man's need to learn. As the world is understood, learning has become a human goal. During his evolutionary period, man tried to understand, study, and draw conclusions from what he saw in the world around him, and this process had an exceptional effect on his further maturation as a conscious being. The need to understand the secrets of this world in order to be protected and protected, to survive has become a driving force in the development of man and the regulation of relations in social life, in the direction of the formation of the concept of management. In connection with this, the creation of farms, economic relations within the community and the involvement of children growing up in families in the general labor process have facilitated the formation of the elements of education (observance of the division of labor, discipline, sense of responsibility, etc.) that are part of the concept of "education".

In modern times, there are many technologies that implement the developmental functions of training. The developmental function of the training is to build the training at the maximum level of difficulty by using the potential opportunities in the intellectual development of the individual at the maximum level and to accelerate their development based on the real level of the student. From this point of view, the training that ensures the maximum mental development of the student, causes them to master knowledge consciously, and helps them to develop their independence in teaching work is called developmental training. "Education and mental development are two interrelated processes. In this process, training is considered leading. Therefore, the training process should be carried out at a high scientific level. Developmental training involves managing not only the assimilation of knowledge, but also the development of students' mental abilities".

Scientists who study human behavior (economic and social) note that cognitive activity consists of 3 principles: goal, action and result, and these principles play an important role in human development and the formation of new thinking. These principles are actually the basis of people's activity, living and development.

The 21st century itself dictates a synergistic new approach to worldview. According to our opinion, the most optimal option for young people who receive their basic education in secondary schools, without wasting time, for them to understand the world based on objective realities, is the effective organization of classes, extracurricular and extracurricular activities.

In history lessons, the teaching method should be chosen according to the content and logical structure of the topics. In-depth analysis should be used in

the teaching of each topic. For this purpose, brainstorming, discussions, role-playing games, presentations, methods of conducting research, methods aimed at the development of logical and critical thinking processes, methods and methods aimed at the development of creativity should be used effectively.

### **RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ**

1) Verbal method – conversations, lectures, discussions and other forms of oral communication between teacher and students.

2) Printed-verbal method – study of a written source and its oral discussion, for example, reading a paragraph of a textbook, a historical document, followed by analysis and discussion.

3) A visual method is to analyze historical maps, tables, diagrams, drawings, use a chalkboard, and on-screen aids. This method is often combined with verbal. Students become familiar with visual material and then analyze it during a conversation, debate, discussion, etc.

4) Practical method – various actions with educational objects. For history lessons, this most often involves making models and layouts, filling out outline maps, drawing diagrams, compiling tables, etc.

### **RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ**

An educational excursion – a history lesson in a museum can be interpreted as follows: an educational excursion is an opportunity to teach students in ordinary, natural conditions or in museums, etc. This is a form and method that allows you to organize the study of various objects and events. A general educational excursion through history, like other types of excursions, first of all creates a motive for the formation of a worldview. The excursion creates visibility. Active comprehension of the truths of the historical past is the essence of a study tour.

An educational excursion is different from an excursion conducted as an extracurricular activity. Thus, a study tour is a form of educational organization. This type of excursion is conducted with students of the same class or two identical classes on a specific topic reflected in the curriculum. This is a compulsory activity, and the excursion, which is a form of extracurricular activity, is voluntary. On an educational excursion, students' attendance is checked, but on other excursions this is not required and students from different grades can participate in these types of excursions.

What are the pedagogical possibilities of a study tour? It concretizes concepts and helps create vivid and artistic presentations. This allows you to attract various sources of historical knowledge, revive the most studied events and processes, and restore the past. An educational excursion provides an



opportunity to develop the thinking and imagination of students, activates their cognitive activity, arouses interest in history and develops it, establishes a connection with life, as a result of which the formation of moral education of schoolchildren becomes possible.

A history field trip is different from an extracurricular field trip for a number of reasons. Prof. A. Abbasov notes: "Among the forms of organizing training, educational excursions occupy a unique place. They are of great interest to students. This type of excursion is also useful from the point of view of providing visualization of learning. Study excursions are usually reflected in the subject program. Excursions are organized at the expense of the time allocated for studying a particular subject (in our history study). Like other forms of educational organization, an educational excursion is based on didactic principles (scientific, systematic and consistent, awareness and activity, visibility, etc.)" [6].

Currently, hundreds of local history and local history museums have been created in schools. In these museums it is possible to organize an educational process that meets all the requirements for conducting a lesson. They include: knowledge testing, notes in notebooks, etc. This can become possible thanks to the comfortable placement of students in the museum. However, not every activity conducted in a museum can be considered appropriate. A museum lesson is only more appropriate when there are a large number of exhibits, and also when there are exhibits that cannot be brought to class.

Educational excursions can be divided into several forms depending on the nature of the excursion object:

- a) museum;
- b) places of historical events;
- c) cultural and historical monuments;
- d) modern places, etc.

## **CONCLUSIONS / ВИСНОВКИ**

There are methodological conditions for the effective organization of educational excursions. The requirements for a history lesson may also be related to the methodological conditions for effectively conducting an educational excursion. Let us note some important methods of educational excursion in history in grades V–XI:

The educational excursion requires special preparation of students. The teacher conducts a preliminary interview about the topic, place and time of the excursion, and briefly provides information about the features of the object.

The main requirement for the development of students' thinking is setting thoughtful tasks for students during the excursion (both collective and

individual). Preparation of oral and written information, drawing, as well as compiling newsletter albums, organizing, etc.

A monument, a document, any historical source is created not on its own, but on the basis of some historical event, as the development of processes. General questions may also be asked. Which exhibit made the most impression? What did you remember most about the field trip lesson? What did you learn compared to the textbook? Which exhibits create a clearer picture of events, phenomena, and people? How have your thoughts about the past changed after the field trip? What historical sources did you familiarize yourself with during the excursion lesson? In many cases, the tour is led by a guide, but the teacher must also prepare for it. If a teacher conducts a tour, he teaches the exposition, studies the individual characteristics of the exhibits, and selects several objects for detailed analysis. On excursions you can use a story, description, explanation, work with documents, etc. The use of forms of education can take different forms in a museum and art gallery (time of description of tools, clothing, equipment), but the course of excursions to monuments (street excursions, inspection of monuments, places of military operations, etc.) is different. At the same time, the teacher not only guides the students' observations and classification of objects, but also gives a lively, artistic interpretation of the monuments, conveys to them the information that the students themselves were not able to learn when observing the objects.

**Future Research Directions Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі.** Conducting history lessons in a museum creates a motivation for fully visual learning, and seeing students experience museum exhibits with wonder and enthusiasm helps build their interest. Observations show that such lessons not only form a broad and deep outlook in them, but also instill a love for historical science. Coordination of history lessons with museum materials lays the foundation for the formation of patriotism among students. Getting to know your native land enhances the feeling of love for the Motherland. Viewing visual materials related to the theoretical knowledge they received from textbooks and various sources of information in the museum clarifies their knowledge and information, visualizes it, creates a basis for understanding, analysis, synthesis, evaluation and drawing the most accurate conclusions. All this, in general, leads to the formation of a deep and broad worldview.


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## **ВИКОРИСТАННЯ МУЗЕЙНИХ МАТЕРІАЛІВ НА УРОКАХ ІСТОРІЇ ЯК ІНСТРУМЕНТ ФОРМУВАННЯ СВІТОГЛЯДУ СТУДЕНТІВ АЗЕРБАЙДЖАНУ**

**Мустафаєва Камаля Сахіб гизи,**  
докторант програми PhD (педагогіка)  
Азербайджанського державного  
педагогічного університету.  
Баку, Азербайджан.

 <https://orcid.org/0000-0002-3059-0668>  
[kmustafayeva@khazar.org](mailto:kmustafayeva@khazar.org)

**Анотація.** Як відомо, освіта є пріоритетною сферою життя суспільства і відіграє важливу роль у розвитку та формуванні особистості. Це необхідно не тільки для отримання знань і умінь, а й для забезпечення розвитку учня та особистості в цілому. Головним суб'єктом освітнього процесу є той, хто навчається (учень, студент тощо). Крім засвоєння і розвитку теоретичних знань як носія знань і вмінь, учень має набути необхідних умінь і навичок, застосовувати набуті знання на практиці та у житті, тим самим бути готовим до самостійної діяльності й вибору професії, бути конкурентоспроможним у ринковій економіці, та вміти самостійно будувати своє

життя. З цього погляду навчальна екскурсія не обмежується наочною уявою учнів, а має навчально-пізнавальний і розвиваючий характер. Навчальна екскурсія є однією з перевірених форм організації навчання і відіграє винятково важливу роль у вивченні історії. На уроках історії використовуються музейні матеріали. Студенти отримують користь від цих матеріалів як засобу формування розумового світогляду учнів. Світогляд є невід'ємною частиною освітнього процесу. Це складна та глибока концепція, яка впливає на підходи та погляди студентів. Кожна людина, намагаючись зрозуміти світ, неминуче занурюється у глибини філософських роздумів. До кожної проблеми, події, ситуації люди підходять з погляду логічного мислення і досліджують їх з критичним творчим підходом. Цей процес, який має безпосереднє відношення до когнітивної теорії, спонукає кожного учня, який не до кінця розуміє нову реальність, використовувати нові методи та засоби. Світогляд – це загальна система наших спільних уявлень про навколишній світ. Він утворює загальну систему різноманітності, яка визначає нашу поведінку в повсякденному житті. Основним питанням світогляду є ставлення людини до світу і сукупність впливаючих з нього неспростовних реалій. На думку знавців сучасного світу знань, нинішнє життя вимагає усебічної інформації. У цьому сенсі знання та вміння мають надаватися відповідно до сучасних вимог того світу. Таким чином, передача знань не має обмежуватися передачею інформації, а повинна сприяти вдосконаленню навичок, які будуть ефективно застосовуватися. З цієї точки зору навчальна екскурсія не обмежується навантаженням учнів лише наочними образами; у своєму перебігу вона повинна включати опис зовнішнього об'єкта і розкриття суті події, її закономірностей. Теоретичний матеріал активізує засвоєння наочних об'єктів і допомагає зрозуміти їх суть. Це також дає змогу сформувати необхідні історичні уявлення, засвоїти складні поняття та отримати узагальнені знання. Учитель має навчити учнів читати та бачити пам'ятники та експонати.

**Ключові слова:** історичні пам'ятки; освіта; засвоєння; світогляд; викладання історії; навчальні екскурсії; музейні експозиції; розвиток; учні; підвищений інтерес.

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