

## History of Western Azerbaijani Schools under Occupation

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Manuscript information:

Received: September 16, 2021

Accepted: November 10, 2021

### Abstract

Beginning in early 1988, Armenians began an open struggle against Azerbaijanis. They managed to carry out the hatred they had harbored for years with the support of Soviet Russia, led by Gorbachev. Armenians attack Azerbaijani villages. Armenians raided Azerbaijani villages and set fire to houses. Thousands of our compatriots were killed in different regions of Western Azerbaijan, hundreds of children were taken prisoner, their wealth was confiscated, and they fled from those lands on a barefoot, bareheaded, snowy day.

At that time, thousands of schools with ancient history and rich culture, developing the writing and reading culture of the Azerbaijani Turks, the center of the Turkic-Islamic world, were also occupied, destroyed and burned.

The article discusses the emergence of the alphabet in the powerful states of Manna, Atropatena and Albania in the first millennium BC, the role of writing culture in the close relations of these countries with their neighbors, the emergence of the Albanian alphabet, the first Zoroastrian School in the ancient Azerbaijani lands and their madrasas. Finally the secular schools created by the Soviet Union and their destruction during the Armenian occupation.

**Keywords:** education, school bell occupied by Armenians

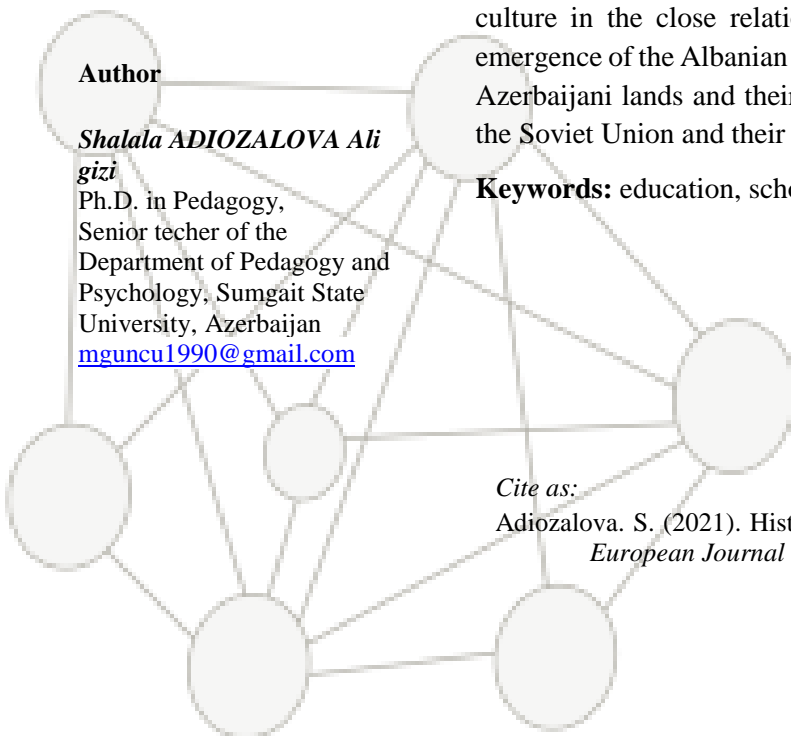
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Cite as:

Adiozalova, S. (2021). History of Western Azerbaijani schools under occupation.  
*European Journal of Educational and Social Sciences*, 6 (2), 240 – 249.



## Öz

1988 yılının başlarından itibaren Ermeniler, Azerbaycanlılara karşı açık bir mücadeleye başladılar. Ermeniler M.Gorbaçovun liderliğindeki Sovyet Rusya'nın desteğiyle yıllardır besledikleri nefreti gerçekleştirmeyi ve Azerbaycan köylerine saldırımayı başardılar. Düzenli olarak Azerbaycan köylerine baskın olundu ve evleri ateşe verildi. Batı Azerbaycan'ın çeşitli bölgelerinde binlerce yurttaşımız katledildi, yüzlerce çocuk esir alındı, mal varlıklarına el konuldu, birçok insan yalınayak, başı açık, karlı bir günde o topraklardan kaçmayı üstün tuttu.

O dönemde Türk-İslam dünyasının merkezi olan Azerbaycan Türklerinin yazma ve okuma kültürünü geliştiren, kadim tarihi ve zengin kültürü olan binlerce okul da işgal edilmiş, yıkılmış ve yakılmıştır.

Makalede, birinci binyılda güçlü devletler Manna, Atropatena ve Arnavutluk'ta alfabenin ortaya çıkışını, bu ülkelerin komşularıyla yakın ilişkilerinde yazı kültürünün rolünü, Albanya alfabesinin ortaya çıkışı, Zerdüşt dini ve eski Azerbaycan topraklarında okul ve medreselerin yaranması, son olarak ise Sovyetler Birliği'nin kurduğu laik okullar ve bu okulların Ermeni işgali sırasında yıkılmaları tartışılıyor.

**Anahtar Kelimeler:** eğitim, okul, Zangazur, işgali, Ermeni

## INTRODUCTION

The people of Azerbaijan and the Turkic world to which they belong have given great geniuses to humankind. These geniuses have given a very rich and spiritual treasure to the development of world science and culture. However, most of these geniuses were educated in different countries, lived in different countries of the world in Turkestan, Arabia and Iran due to socio-political conditions, and wrote and wrote in Arabic and Persian. Therefore, they added words such as "Abu", "Ibn", "Bin", and "Al" to their surnames. However, the lands of Azerbaijan had an education system in accordance with the social characteristics of each period. There is enough information about the writing and reading culture of the Azerbaijani people, which has an ancient history and rich culture, and is geographically considered the center of the Turkic-Islamic world.

Although the manuscripts of "Kitabi-dada gorgud", "Alp Er Tunga", "Oguz", "Erkenagun", "Bilgamish" epics, which are considered to be written examples of rich oral folk literature, are made, such monuments as Gobustan, Oglangala, Gizgala, Kultepe, Orkhan kala. This indicates the antiquity of the educational institutions that helped to develop the people's ability to write, read and draw. All this "confirms that the people of Azerbaijan have a culture, writing, reading, culture of systematic education, educational institutions and methods of treatment before Christmas" (R.L. Huseynzadeh.2020.p.5).

These lands had their own writing and alphabet of powerful states such as Manna, Atropatena and Albania, which appeared in the first millennium BC. These countries have established close relations with their neighbors through correspondence. Ancient Greek and Eastern historians have written about this many times in their research. As a result, the Albanian alphabet, consisting of 52 letters, has existed in the 5th century.

### **Systematic educational schools were established in Azerbaijan with the development of Zoroastrianism**

Zoroastrianism was one of the first religious teachings to spread in Azerbaijan, Iran and Central Asia, and was a source of philosophy, pedagogical thought (education) and science. Zoroastrian schools functioned as both religious and educational centers. Zoroastrianism, which was widespread during the Sassanid period, was the state religion and created the first higher education institutions. At that time, education in the school was divided into four classes, and priests, warriors, scribes and jewelers were educated in special castes. In these schools, children were involved in education from the age of seven and up to the age of fifteen. The training at the Zoroastrian School began with the recitation of the Avesta prayers, followed by the alphabet and various exercises. It should be noted that "Physical Education" was the main teaching method in Zoroastrian schools.

At a time when there was such a strong educational base, the Arab occupation and the Islamic religion it brought to these lands influenced the content of science and education, led to the reorganization of education. As a result, a new pedagogical thinking emerged. It is true that the main purpose of Islamic teaching has been to cultivate a perfect human being. Therefore, in the early days of Islam, mosques functioned as educational centers. Thus, the Albanian alphabet, which consisted of 52 letters, was replaced by the Arabic alphabet. In order to teach the Arabic language, the Arabic phonetic system was taught in mosques. The Azerbaijani Turks, who have gone through the hardships of history, have overcome this difficult alphabet.

Historically, the people of Azerbaijan, who have a deep thinking, spiritual world and noble moral qualities, have always paid great attention to the education of the younger generation. One of the main tasks facing the young generation is to study and research the spiritual and moral heritage of Azerbaijan, the experience of ancient schools. School, education and upbringing in Western Azerbaijan, which has a rich history of education, not studied.

Although, there are few schools in Western Azerbaijan. However, starting from the seventh century (during the Arab caliphate), mollakhanas and madrasas began to spread in Azerbaijan. Schools (Mollaxana) and primary madrasas have long been the only educational institutions for Azerbaijanis. There was one Mollohan in every three or four villages in Western Azerbaijan. The number of students in those schools did not exceed 8-10 people. At that time, due to the low financial status of the population and the fact that children were forced to work at an early age, according to 1899, 940 students were taught in 50 mosque schools in Yelizavetpol province, which were taught by 55 teachers. In Yerevan Province, there are 27 teachers in 26 schools and 350 students.

Mollakhanas did not have an officially defined study period. It often lasted 6-7 years, sometimes up to 9-10 years. Such schools were considered primary madrassas. Schools in Sheki and Urdu of Garakilsa (Sisiyan) district and Kurud village of Gavan district were considered primary madrassas. Sheki and Urdu schools in the Garakilsa (Sisiyan) region and madrassas in the Kurud villages of the Gavan district were primary schools. Achund Abdurrahman Haji son, a graduate of Tehran Higher Madrasa, taught at the Mollohana in Kurud village.

The nine-year-old madrasa-type mollakhana in the village of Urud was more progressive, teaching religious as well as secular sciences. In Western Azerbaijan, such schools were free because local philanthropists mostly organized them.

In Western Azerbaijan, there were more primary schools than madrassas. As of 1891, there were 3,311 students in 433 clerical schools in the Elisabetpol province. Because of the "Gulustan" agreements of 1813 and the "Turkmenchay" agreements of 1828, Azerbaijan left into two parts; Northern Azerbaijan annexed by Russia. According to the agreement, Armenians from the Middle East, Turkey and North Africa were relocated to Western Azerbaijan to Karabachos.

Beginning in the 1840s, primary Russian schools began to open in the newly created provinces to pursue a policy of Russification. Secular schools were first opened in the 1980s, in the Erevan district of Azerbaijan. Among them, primary Russian schools created in Ulukhanli in 1881, in Yerevan in 1882, in Imanshahli in 1883, and in Zod village of Basarkechar region in 1884. In 1898, Russian-Tatar schools were in Yerevan and the Great Vedas, and in 1905 in Gamarli. One of these primary Russian-Tatar schools created on September 22, 1885 in the Daralayaz region, 50 students studied there. In the 80s and 90s of the 19th century, the number of rural schools began to increase. From 1882 to 1893, 765 students were admitted to these schools, but only 81 people graduated from them. In 1882 alone, five new Russian primary schools there was a in the Elisabetpol province. Three of them started teaching in Gubadli, Arsvanik (Gafa village) and Garakilsa (Sisiyan) villages of Zangazur region.

From 1882 to 1893, 765 students entered to these schools, but only 81 people graduated from them. Between 1882 and 1893, five girls studied in this schools. Only three of them graduated from school. In 1890, a Russian-Tatar school was opened in Minken, where forty-two children studied. By 1901, twenty-eight primary public schools in there was A Elisabetpol province. Twelve of them were located in Zangazur district.

The one-class (three-year) school in Gubadli village was transformed into a two-class (five-year) school in 1911. People's writer of Azerbaijan, Hero of Socialist Labor Suleiman Hussein Rahim, who studied in a two-grade five-year school in Kubadli, wrote in his memoirs. "I lived and studied in this village, staying in several houses and doing their housework. However, I was not discouraged; I did not run away from school. This school had a good reputation in Zangazur district at that time. The head of the school was Hasan Bay Sultan, who graduated from Gori seminary with Uzeyir Hajibeyov

Among the primary Russian-Tatar primary schools in Zangazur, the first grade three-year school opened in 1876 in the village of Gores became a two-department five-year school in 1883. Most of the students at the school were Azerbaijanis. However, the situation changed in Russia after the revolution of 1905-1907 and the genocide and deportation of Azerbaijanis in 1905.

The revolution in Russia caused chaos in the country. Taking advantage of this, the Armenians began to kill Azerbaijanis not only in Western Azerbaijan, but also in the entire South Caucasus. They changed the names of the villages they captured or translated them into Armenian. The greatest genocide and deportation committed by Armenians against Azerbaijanis took place in 1914-1920. At the same time, Russia settled Armenians from the Middle East and Turkey in Western Azerbaijan and Karabachos. At that time, Andrei Luzonian fled Turkey and revolted in Nakhichevan with his army. On August 7, 1918, the Turkish army led by Kazim Garabakir Pasha entered Nakhichevan. With an army of a thousand men, Andrei fled from Nakhichevan to Zangazur and wanted to cross Lachine to Karabachos. However, Sultan Bay defeated him in Lachine and returned to Gores.

Andrei organized massacres in Western Azerbaijan for two years. He even summoned the elders of Azerbaijani villages in Gavan "for talks" and ordered them to be was involved in a room nd burned. Andrei went from Gavan to Mehri in 1920, from there to Iran, and from Iran to France.

As far back as 1905, in connection with the Armenian-Muslim massacre, Hashim bay Vazirov wrote in his article "Our Good Neighbors" in the newspaper "Yeni Zhihav" of 1907:

« Falsehood was always to destroy us, to make us poor, ignorant, without art. Because of these secret or open quarrels, Armenians destroyed cities and villages, left children without fathers and mothers, mothers without sons, and killed the disobedient people of Karabachos and Zangazur Unfortunately “(Adigozalov A. 2003 p 45.).

The deportation and genocide of Armenians against Azerbaijanis took place in five stages:

Phase I - until 1905;

Phase II - 1905-1914;

Phase III -1914-1920;

Phase IV - 1948-1953;

Phase V - 1988;

In the early twentieth century, Russian-Tatar schools suspended activities closed under various pretexts. During the March massacre committed by Armenians in 1918, thousands of Azerbaijanis was killed. And tens of thousands of Azerbaijanis was fired from Western Azerbaijan. Schools that could not withstand the Armenian attacks, and by 1920, there were only 2-3 Russian-Tatar schools left in Western Azerbaijan.

Although refugees who escaped Dishrack oppression and came to Azerbaijan went to school where possible, most children remained out of school. Most of the refugees who came to Azerbaijan were from Ijevan, Zangazur, and Daralayaz. In Zangazur, the Dashnak government collapsed in 1921. Only after that, some Azerbaijanis returned to their homeland with the army. However, Armenians turned villages and houses into ruins. The main goal of all Armenian nationalist parties was the expulsion of the population of Western Azerbaijan from their ancient lands and the prevention of their enlightenment.

After the establishment of Soviet power in Azerbaijan and Armenia, a large part of Western Azerbaijan and Zangazur was given to Armenia. According to the agreement between Soviet

Russia and Armenia, the entire Daralayaz (mountainous) area of the Sharur Daralayaz district was ceded to Armenia (decision of the Transcaucasian Central Executive Committee of February 18, 1929). But, this was contrary to the terms of the Moscow Treaty (1921) and the Kars Treaty (1921). The "Free Syunik Government" was established in Zangazur and Azerbaijanis began to be expelled from Zangazur. At that time, because of the genocide organized by Dro and Nijden, the Azerbaijani population in this region was small. Thus, the western part of the Zangazur region fell into the hands of Armenia.

In 1922, the "Bureau of Minorities" created under the Armenian IMC. Although Azerbaijanis were not natives of this land and were not a minority, issues related to Azerbaijanis were also resolved in this bureau. In 1923, the bureau became a council. Mehdi Kazimov, a well-known educator in Western Azerbaijan, chaired the council. Despite the serious obstacles of the Armenian nationalists, the council played a major role in the expansion of education and the development of education among Azerbaijanis in Western Azerbaijan. In 1922-1923, there were 36 Azerbaijani schools in Western Azerbaijan and 1,521 students were educated. Forty Azerbaijani teachers taught in these schools. During this period, new types of primary schools were opened only in the Azerbaijani villages of Zangazur, Gigi, Shaharjik, Gizil Shafag, Vagudu, Arafsa and Vartanazor and Aldara villages of Garakilsa (Sisian) and Meqri.

In the face of the interest and demands of Azerbaijanis in science and education, the Armenian government allowed 54 Azerbaijani schools to operate in the 1923-1924 academic year. It was very difficult to provide Azerbaijani schools with teaching staff. At the insistence of Azerbaijani educators, pedagogical courses were organized in Yerevan at the end of 1923. In 1924, at the insistence of the Azerbaijani government, 16 young Azerbaijanis were sent to the Republic of Azerbaijan to study. Nevertheless, not all this met the need for a teacher.

Because of repeated appeals of Azerbaijanis to Moscow, a pedagogical technical school in the Azerbaijani language was opened in Yerevan in 1925. The technical school operated until 1948 (until the department in 1948-1953).

On August 25, 1925, a congress of Azerbaijani teachers was convened in Gyumri to ensure and organize the normal functioning of the newly opened Azerbaijani schools in the republic. The main purpose of the congress was to mobilize intellectuals. The congress discussed teaching methods and education issues in new schools. Mollakhanas and madrassas were strictly forbidden to use the teaching method. It was recommended that the teaching methods of the pre-revolutionary Yerevan Teachers' Seminary, Gorus, Garakilsa, Minkend, Arsvanik, Daralayaz and other primary Russian schools, which existed before the revolution and taught secular sciences, be used. During this period, schools consisted of two levels:

I grade - five-year primary schools (8-13 years)

II degree - four-year secondary school (13-17 years)

A graduate of a first-grade school could enter a second-grade school, and a graduate could enter a higher school.

Most of the teachers involved in the newly established schools were teachers and graduates of Ulukhanli, Yerevan, Boyuk Vedi, Bash Norashen, Daralayaz, Gorus, Arsvanik, Garakilsa and other Russian schools. Among them were Farhad Agazadeh, a prominent educator who worked as a teacher at the Gorus two-grade five-year Russian school from 1902 to 1905, and Balaja Abdullayev, Karim Isgandarov, Ali Valiyev and others.

It should also be noted that the new schools began to operate in a difficult environment. Thus, these schools were organized in Zangazur, Daralayaz, Lori-Pembek, Yerevan, Zangibasar, Goycha, Basarkechar, Vedibasar, Agbaba and other areas where the national enmity organized by the Dashnaks and the genocide against Azerbaijanis were committed a few years ago. Later he continued his education and was awarded the title of "Honored Teacher". Teachers of the new school in Shurnukhu village of Gorus district - Aliyev Murtuza Rustam oglu, Guliyev Imran Rza oglu received their primary education in the mollakhana, and then completed a one-year course organized in Yerevan. Gradually; the seven-year school network was expanded. Vagudu primary school in Garakilsa region of Zangazur district was transformed into a seven-year school in 1928, and Dastekerd and Garakilsa (Sisiyan) schools in 1931.

Gradually, the number of such schools increased. Primary schools were transformed into seven-year schools in 1932 in Arafsa village of Garakilsa region, in 1933 in Oxdar village of Gafan region, in 1934 in Gigir and Baharli, in 1933 in Shurnukhu village of Gorus region, in 1935 in Nuvedi village of Mehri region. The number of primary schools in Zangazur was 34, and the number of seven-year schools was 11. Although there was a significant backlog, at the request of the people, in the 1936-37 academic year, seven-year schools were transformed into secondary schools in the villages of Shahrjick, Gigi, Vogue and Aldara of Zangazur district.

The decision of the UIKPMK dated September 3, 1935 "Organization and rules of teaching in primary and incomplete secondary schools" was adopted. According to this decision, starting from the 1939-1940 academic year, the teacher had to pass a test among all students in the subject he taught at the end of the year.

According to the decision, in order to assess the success of students at school, a certificate and a certificate of transfer from class to class, which is the only one in the USSR, were applied, setting five grades.

In the secondary schools of Azerbaijan in 1936-1937, special attention was paid to the combination of training with labor in Saharjick (Gafan district), Boyuk Mazra, Shishkaya (Basarkechar), Gigi, Vagudu (Sisian), Aldara, Vartanazor (Mehri) and other schools.

Workshops were organized in schools. Thus, in 1931-1941, contrary to the wishes and desires of the Armenians; the network of Azerbaijani schools was expanded in Western Azerbaijan. The expansion of the secondary school network required more attention to teacher training.

With the exception of the city of Yerevan, in 1936 there were no teachers with higher education in Azerbaijani schools in Western Azerbaijan. In the same year, there were 541 teachers in Western Azerbaijan, of whom only five had higher education. They also taught in schools in Yerevan. None of the 110 teachers in Zangazur had a university degree.

The Armenian government deliberately did not take any measures to provide Azerbaijani schools with teaching staff. In 1935, at the insistence of the people, the Leninakan Biennial Institute of

Correspondence Teachers was established, and in 1937, it was agreed to open an Azerbaijani branch at the Yerevan Pedagogical Institute. The opening of this department has played a major role in providing schools with Azerbaijani teachers with qualified teaching staff.

In 1941, the Great Patriotic War began. Six hundred and eighty-one thousand Azerbaijanis were mobilized in this war, about 400,000 of them did not return from the front. Some qualified teachers were also mobilized to the army. The existing problems have deepened. Despite the hardships of the war, schools continued to operate and the number of advanced teachers increased year by year. Thus, Jalal Zeynalov, Bahlul Imamverdiyev, Jahangir Rustamov, teachers of Shaharjik school of Gafan region, were awarded the honorary title of "Honored Teacher" for their services. Besides, Mammadov Hasankhan, Babayev Piri, Asadov Asad, Amirova Suvara, Guliyev Kamran in Gizil Shafag village, Aliyev Murtuza, Guliyev Imran, Hasanov Yunus, Hasanov Avaz and others were famous for their work during the war.

After the war, by the decision of the March 1946 session of the USSR AS (1946-1950), seven-year compulsory education was implemented. Graduates of the seven-year school entered either the eighth grade of secondary school or the specialized secondary school.

In the 1956-1957 academic year, there were nine secondary, 24 seven-year and 17 primary schools in Gorus, Gafan, Sisiyan and Mehri districts of Zangazur alone. In 1959, eight-year compulsory education began. Although the school network expanded after the war, the construction of educational buildings for Azerbaijani schools was delayed. Thus, in the 70s, all Armenian schools in Armenia were provided with a new school building. This caused dissatisfaction among Azerbaijanis. The forced Armenian government also began to build new school buildings in some districts and villages inhabited by Azerbaijanis. These schools were built on the eve of the deportation of our compatriots in western Azerbaijan. Subject classrooms of Armenian schools, laboratories, cinemas, radio station Tape recorder Television. This work began in Azerbaijani schools after them with tape recorders and other technical and visual aids. However, it was carried out very slowly. The number of Azerbaijani schools and students studying in Western Azerbaijan in 1922-1980 was as follows:

**Table 1.** Azerbaijani schools and students studying in Western Azerbaijan in 1922-1980

<i>Education year</i>	<i>Number of schools</i>	<i>Number of students</i>
1922-1923	36	1521
1929-1930	112	5987
1930- 1931	162	9536
1932-1933	221	18362
1969-1970	218	42541
1976-1977	201	51599
1979-1980	197	48681



As can be seen from the table, the number of secondary schools in Western Azerbaijan has been declining year by year in the post-war years. There were several reasons for this. One of the reasons was the arrival of Armenians living abroad in Armenia and Nagorno-Karabakh in 1947 with the consent of the USSR after the war. Under the auspices of Stalin and Mikoyan, Armenians were relocated to Western Azerbaijan from Iran, Syria, Lebanon, Egypt, Turkey and other countries. Under the pressure of the leaders of the then USSR government - I. Stalin, A. Mikoyan, L. Beria and other pro-Armenians, who claimed that the territory of Armenia was small for them, it was decided to relocate Azerbaijanis to the Azerbaijani SSR to accommodate Armenians. Thus began the mass deportation of our compatriots in Western Azerbaijan. The deportations of 1948-1953 were "voluntary" on paper, but mandatory.

This was a serious moral blow to Western Azerbaijanis, slowing down their cultural and scientific development. Because of deportation, tens of thousands of Azerbaijanis were expelled from their ancestral lands. Thousands of Azerbaijani villages, houses, gardens and orchards were left to Armenians. Schools were closed in those villages. During this deportation, the Azerbaijan Pedagogical College in Yerevan and the Azerbaijani branch of the Yerevan Pedagogical Institute named after KHz. Amboyna were also deported. The institute was moved to Ganja in 1948, and the technical school to Khanlar. After that, the staffing of the remaining schools in Western Azerbaijan depended only on the Republic of Azerbaijan.

One of the reasons for the decrease in the number of schools and students was the inhumane treatment of Azerbaijani staff. Azerbaijani intellectuals were not given a place or a job in Armenia. Despite all these obstacles, Azerbaijani teachers and students were successful in all areas. The composition of the teaching staff had changed quantitatively and qualitatively. Among Azerbaijani teachers, 77 "Honored Teacher", 4 candidates of sciences, 6 "Lenin" orders, 24 "Red Labor Flag" orders, 45 "Badge of Honor" orders, 10 "Methodist teachers", 47 "Chief teacher" were awarded the honorary title. By 1988, 96 academicians and doctors of sciences and 618 candidates of sciences had graduated from Azerbaijani schools. Among them are world-famous academicians Hasan Aliyev, Ahliman Amraslanov, Hasan Ahmadov, and Mustafa bey Topchubashov, Heydar Huseynov, Huseyin Ahmadov, Budag Budagov, Bahman Akhundov, Zarifa Budagova, Afat Gurbanov, Jumshud Zulfugarli, Rafiq Gasimov, Sabir Hajiyev and others. They received.

In addition, one student of Azerbaijani schools was saved the title of Hero of the Soviet Union; eighteen people the title of Hero of Socialist Labor. Hero of the Soviet Union Khidir Mustafayev (Gozeldere, Pambak district), Heroes of Socialist Labor, academician Mustafa bey Topchubashov, Abbas Mammadov, Sakina Aliyeva, Shamama Alakbarova (Yerevan), Halima Abdullayeva, Ali Karimov, A. Aliyeva (Oktamberyan), Murad Zeynalov (Krasnoselo), Nabi Mardanov (Vardenis), Marziya Mustafayeva (Dag Borchali), Ibrahim Gurbanov (Azizbeyov), Israfil Huseynov, Firidun Agayev (Mehri), Musa Bayramov, Mammad Adigozalov, Ali Huseynov, Shirvan Jafarov, Samaddin Shukurov (Garakilsa) and others are graduates of Western Azerbaijani schools. If in 1925, 172 students studied in the Azerbaijani villages of Susiana region, and this was considered a great progress, in the 80s, 66 graduates of Azerbaijani schools in the region received the degree of Doctor of Sciences and Candidate of Sciences.

Only 16 scholars grew up in Urud village. Besides, 20 scientists from Nuvedi village of Mehri region, nine Boyuk Mazra village of Basarkechar region, eight Amrkheyr village of Krasnoselo

region, eight Tokhluja village, eight Salah village of Ijevan region, eight Shurnukhu village of Gorus region, seven Gilatag village of Gafan region were trained by 1980.

With the support of Soviet Russia, led by Gorbachev, they managed to realize the hatred they had kept in their hearts for years. The Armenians are different from the Azerbaijanis in Azerbaijan. They committed the unprecedented Khojaly genocide, looted the homes of thousands of Azerbaijanis in Nagorno-Karabakh and its border regions of Gubadli, Kalbajar, Aghdam, Fizuli, Zangilan, Lachin, Jabrayil, destroyed historical monuments, museums, libraries, schools and health care facilities, and killed thousands of innocent people. Is a clear proof of Armenian savageries?

Despite this injustice against Azerbaijan, for 30 years our state has developed in all directions and strengthened its economy. As in the field of education, it has become one of the leading countries in the world in other areas. As in the field of education, it has become one of the leading countries in the world in other areas.

It has become the strongest state in the region, both economically and politically. Considering that 20% of its lands are under occupation, Azerbaijan began to build its army in accordance with world standards.

Although late, justice has found its place. On September 27, 2020, under the leadership of Supreme Commander-in-Chief Gilham Aliev, the Azerbaijani army counterattacked the Armenian provocation and liberated our lands, which have been under occupation for almost 30 years. Undoubtedly, the construction work on our liberated lands and in our higher and secondary schools will be resumed in accordance with world standards.

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