

Preparation of new textbooks for Azerbaijan primary schools in the years of 1920-1931**Mammadova Aytakin**¹

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The proclaiming of the Azerbaijani language as the main language was one of the most important changes in the reform of new schools in Azerbaijan in the 1920s. Preparation of textbooks in the native language for primary schools has become one of the actual issues. The development of national culture depended on the application level of the mother tongue.

The purpose of the research is to study preparation of new textbooks for Azerbaijan primary schools in the years of 1920-1931. It was not possible to develop national schools without creating textbooks and additional teaching resources in the national language. It was difficult to develop new textbooks in all subjects for all groups (classes) in a short period. There were various reasons of the difficulties: 1) lack of professionals and teaching staff for designing textbooks in all subjects; 2) lack of scientific terminology in Biology, Physics, Mathematics other subjects; 3) lack of experience in the field of printing and publishing issues; 4) lack of professional translators; 5) the Arabic alphabet which hinders cultural progress, etc. The article identifies the nature of these difficulties and analyzes the solution methods. Textbooks for primary schools based on the new Turkish alphabet (Latin script) are analyzed in the article. In 1922, the New Turkish Alphabet Committee was established under the Central Executive Commission (CEC) of Azerbaijan. Then Jalil Mammadzadeh, Mammadagha Shahtakhtli and others were also appointed to the committee. The committee organized its activities in three directions: 1) editorial and publishing department; 2) training and science department; 3) organizational department. As a result, a lot of issues regarding the compatibility of the new Latin alphabet with our language, harmony, and pronunciation were discussed; and finally, on July 22, 1922, it was decided to switch from the Arabic alphabet into the new Latin alphabet.

Keywords: primary school, textbook, training, Arithmetic, scientific terminology, alphabet reform

Introduction: The proclamation of the Azerbaijani language as the main language of instruction was one of the most important changes in the construction of new schools in Azerbaijan in the 1920s. Preparation of textbooks in the native language for primary schools has become one of the actual issues. The development of national culture depended on the level of application of the mother tongue. It was impossible to develop national schools without creating textbooks and additional teaching resources in the national language. It was difficult to develop new textbooks for all groups (classes) and in all subjects in a short period. There were various reasons of the difficulties: 1) lack of professionals and teaching staff for designing textbooks in all subjects; 2) lack of scientific terminology in Biology, Physics, Mathematics other subjects; 3) lack of experience in the field of printing and publishing issues; 4) lack of professional translators; 5) the Arabic alphabet which hinders cultural progress, etc. The article identifies the nature of these difficulties and analyzes the solution methods. Despite all the difficulties, in 1920 a special commission titled People Enlightenment Commissariat was established under the school department in order to design and publish textbooks. A year later, the Publishing department of the People Enlightenment Commissariat was established. In 1924, the structure of that publishing house was expanded and reconstructed into Azerneshr.

As the other problem was related to terminology, a scientific-terminological commission was established in 1922 under the People's Enlightenment Commissariat of Education. One of the main problems was the introduction of the new Azerbaijani (Latin) alphabet. This issue was discussed on January 5, 1921 in the People Enlightenment Commissariat of the Azerbaijan SSR [Azerbaijan MDA, 1921a:].

The participants of the discussion were divided into two fronts, two movements were created: 1) Latvians (who wanted to change the Arabic alphabet into the Latin alphabet); 2) Arabists (who wanted to save the Arabic alphabet by correcting it). Based on the report of Prof.P.K Juzen, it was decided to switch to the new alphabet, and to conduct publication issues in both Arabic and Latin alphabets. It should be noted that although there are many supporters of those who want to preserve the Arabic alphabet by reforming it, "those who believe that replacing the alphabet with the new Latin alphabet is the only right way have won this struggle by providing more systematic and solid evidence." [Isakhanli, 2011a:170].

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Formulation of the problem. In 1922, the New Turkish Alphabet Committee was established under the Central Executive Commission (CEC) of Azerbaijan. When the committee was first formed, Samadagha Agamalioghlu, Farhad Agazadeh, Khudad Malik Aslanov, Abdulla Tagizade and Ahmad Pepinov were included as members. Then Jalil Mammadzadeh, Mammadagha Shahtakhtli and others were also appointed to the committee.

The committee organized its activities in three directions: 1) editorial and publishing department; 2) training and science department; 3) organizational department. A lot of issues regarding the compatibility of the new Latin alphabet with our language, harmony, and pronunciation were discussed; and finally, on July 22, 1922, it was decided to switch from the Arabic alphabet into the new Latin alphabet.

The issue of "Compulsory teaching of the Azerbaijani language in secondary schools in the new alphabet" was discussed at a meeting of the Presidium of the Central Executive Commission (CEC) of Azerbaijan on March 10, 1923. It was decided to introduce the Azerbaijani language in the new alphabet in first and second grade schools and labor faculties. [Azerbaijan MDA, b:16]. On October 20, 1923, the Central Executive Committee of Azerbaijan and the Council of People's Commissars of the Azerbaijan SSR issued a decree "On the adoption of the new Turkish alphabet as the state alphabet." [Decree, 1923]. Although these alphabets (Arabic and Latin) were initially considered equal, by the decision of the Central Executive Commission (CEC) of Azerbaijan dated June 27, 1924, the Latin alphabet was considered mandatory as the state alphabet. When discussing the alphabet, it was considered important to correct the numbers. The Office of Higher Political Education, established at the People's Commissariat of Education, played an active role in eradicating illiteracy, organizing political education, and switching to the Latin alphabet.

Main part: On March 16, 1925, the issue of a new alphabet was discussed at the IV Congress of Soviets of Azerbaijan. The Congress adopted a resolution on the transition to a new alphabet starting from the 1925/26 academic year in all first-grade schools and the completion of the first-second national schools in the country in the 1932/33 academic year. [Azerbaijan archive, 1980a:16]. In accordance with the resolution of the IV Congress of Soviets of Azerbaijan, on April 5, 1925, the People's Commissariat of Education of the Azerbaijan SSR adopted a decision "On conducting education in the Azerbaijani schools of the first degree in the new alphabet" [Azerbaijan archive, 1980b:5].

Native language textbooks published by national educators in the early twentieth century were used in the pre-primary schools. "Glasses for the kids" written by A.Sh.Talibzadeh, "The second year" written for the second groups by M.Mahmudbayov together with his colleagues (S. S Akhundov, S. Abdurrahmanzadeh, F. Aghazadeh, A. Shaig, A. Afendizadeh), "Recitation of the third year" written by M. Mahmudbayov and A. Sahhat, "New school" written for the third groups was published with minor changes in accordance with the purpose of the Soviet school. A. Shaig's "Reading book" (for groups I-IV), Abdulla bey Efendizadeh's "Last Turkish alphabet" were among the textbooks used in the first grade schools. Although A. Afendizadeh's textbook was published in the period of Azerbaijan Democratic Republic (ADR) in 1919, it was almost never applied. At that time, a special commission on alphabet reform was established in the Ministry of Public Education of the ADR. Three separate projects had been discussed by the Commission. The projects were presented by Abdulla bey Efendizadeh Mahammad aga Shahtakhtli and Abdulla Tagizadeh and Abdulaziz bay Seyidov.

During the discussion, the members of the commission preferred Abdulla bey Efendizade's project and recommended the publication of the textbook prepared by him. Unfortunately, due to the collapse of the ADR, it was not possible to use the textbook in the primary schools. In this regard, the prominent pedagogue F. Agazadeh wrote: "Although the text book "Last Turkish Alphabet" written by Abdullah Bay was published in both Arabic and Latin letters, it was not applied to schools and households due to the April Revolution and remained in vain" [Isakhanli, 2011c:56].

One of the first textbooks published in the Latin alphabet for primary schools in 1922 was "the New Turkish Alphabet". Authors of this book were M. Mahmudbeyov, S. Abdurrahmanzadeh, F. Agazadeh, S. Akhundzadeh, A. Talibzadeh, A. Afendizadeh. The textbook consisting of 78 pages provides alphabet training (3-44 pages) and short texts for reading. This textbook was compiled by comparing both the Arabic and Latin alphabets. In one column the letters and words were given in the Arabic alphabet, in the other column in the Latin alphabet. Alphabet training continued in this way, the number of words was gradually increased, and students worked on individual sentences. In 1924, the book "New Turkish Alphabet" was published by F. Agazadeh, S. Akhundzadeh and M. C. Mahmudzadeh. "Rules of writing with the New Turkish Alphabet" (1925) written by V. Khulufli, F. "New Turkish Alphabet (for the 1st group of I grade schools) (1926) written by

Agazadeh, S. Akhundzadeh and J. Mahmazadeh was published by the initiative and with funding of the New Turkish Alphabet Committee”.

In the 1920s, the alphabet and reading textbooks were published in two versions (for urban and rural schools). Books in Mathematics and science were translated. Year after year, book publishing expanded. If in 1920 3 textbooks were published with 63 thousand copies; in 1923 23 textbooks were published with 759 thousand copies [People's education in Azerbaijan (1920-1927), 1928:102]. At that time, books were published in various publishing houses. Most of the Mathematics (Arithmetic) books prepared in the late 19th and early 20th centuries were intended for madrasa (Moslem religious school) education.

"Account" written by Jalal Akhundov in Tbilissi (Georgia), "Scientific Account" written by Agaali Gasimov, "Leader-Accounting Teaching in Primary School and Primary" written by Islam Bey Gabulov, "Account" written by Hajibeyov, prepared by national methodists attracted attention as the first teaching aids.

There was little experience or example of Mathematics textbooks in primary schools. The first national mathematician Mammad Efendiyev (son of prominent educator R. Afendiyev) and A. M. Ammosov were involved in the commission established for the preparation of curricula, programs and textbooks for first-grade schools. A. M. Ammosov recommended the inclusion of geometric elements in the mathematics curriculum for primary schools, the preference to teaching methods that activate students, including the inductive method. In 1921, Exercise books written by A. Israfilbeyli was published in 1919 ("New science account" I-II-III parts) were republished with minor changes. The title page of the new edition of the third part of the book read: "This book corresponds to the program of the first-class United Masai schools." The book titled "Excercise on account" written by Aghaali Gasimzadeg was republished in 1922. This book was intended for groups in IV and V (grades) of primary schools. The main reason for the difficulty in creating a new generation of national Mathematics textbooks was the lack of national mathematical terminology, professional translators, and Mathematics teachers. In order to meet the demand, Mathematics textbooks of the first grade schools of the RSFSR were translated into Azerbaijani. The book "Problems and examples of calculation" in IV Volume written by K. P Arzhenikov was published in the Arabic alphabet, and then in the Azerbaijani with Latin alphabet. The students suffered from psychological stress because of the difficulty in reading and writing numbers in the Arabic alphabet, writing numbers in the decimal number system, and reading mathematical expressions. In 1926, the publication of the book in the Latin alphabet helped to eliminate the listed problems. In 1920, The text book "Geography" (part 1, for the 4th grade class of the 1st degree) written by G. R Mirzazadeh was published. The book was improved and published in 1922, 1923, and 1924. G. R. Mirzazadeh was also the author of "Geography" textbooks written for II grade schools at that time.

At the Congress of Azerbaijani Teachers held on May 25, 1925 (Congresses of Azerbaijani teachers (I-XII), 2008:56-66), Jalil Mammadzadeh, the People's Commissar of Education of the Azerbaijan SSR, gave a detailed report on the transition to the Latin alphabet in schools. scientifically substantiated the difficulties of the alphabet. The First International Turkological Congress held in Baku in 1926 played an exceptional role in the transition to the Latin alphabet in Azerbaijan [Resolution, 1926:11]. At a joint meeting of the Committee on the New Turkish Alphabet under the Central Excutive Commission (CEC) of Azerbaijan with representatives of other Soviet republics on the implementation and dissemination of the new Latin alphabet, the issue related to the alphabet was discussed again and an appropriate decision was made. According to the New Turkish Alphabet Committee under the Central Election Commission of Azerbaijan, from April 1, 1925 to March 1, 1926, 5275 people took part in 211 courses organized in Baku and its districts, 7382 people took part in 268 courses organized in Azerbaijan, 94 students took part outside Azerbaijan. 3547 people mastered the Latin alphabet in the course [Azerbaijan MDAC, 44-47]. This process accelerated the transition to the Latin alphabet in the country, which created favorable conditions. At the VIII Congress of the Communist Party of Azerbaijan, R. Akhundov noted that the new alphabet is one of our great achievements not only in Azerbaijan, but in general ... lessons up to the 2nd group of primary schools are taught in the new alphabet" [R.Akhundov,13]. At the First All-Azerbaijani Spelling (Dictation) Conference held on January 29, 1928, the issue of a new alphabet was discussed and a relevant decision was made. On July 21, 1928, the Central Election Commission of Azerbaijan and the Council of People's Commissars of the Azerbaijan SSR adopted a decision "On the mandatory and final transition to the new Turkish alphabet in the USSR" [Resolution, 1928:14]. The number of books published in the new Turkish alphabet has increased sharply. "Public Accounting Issues" in 4 Volumes for I, II, III and IV education year written by A.V.Lankov was published in 1926. The book "Towards to knowledge" (ABS for adults) written by F. Aghazadeh, M. Mirjafarzadeh, Y. Alizadeh and M. J. Mohsunzadeh was published in 1927. The number and circulation of books published in the new alphabet increased significantly from year to year. In 1927, 126 books were published in 479,250 copies, in 1928, 170 books in

753,900 copies, and in 1929/30, 425 books in 1509,500 copies. Among them, the books of primary schools prevailed. In 1926-1928, "Problems and examples of arithmetic" consisting of IV Volumes written by A. V. Lankov in 1929-1931, "Mathematical problems and examples" written by I. Gratsky and I. Kavv (in IV Volumes) were translated and published in the new alphabet. The textbooks "Geography" written by G. R. Mirzazadeh for the first grade schools in the early 20s were published in a new alphabet. New Turkish alphabet books appeared for first grade schools. H. K. Sanılının Əhməd Seyidovla birlikdə qələmə aldığı "Türk əlifbası" dərsliyi kompleks proqramların tələbinə uyğun yazılmışdı. This verbal textbook was compiled in accordance with the requirements of the existing complex programs. The first five pages of the book are covered with pictures taken in connection with the organization of students' summer recreation and work. Separate pictures show village life, poultry, pets, rules of care for them, work of students in the yard, the work done by the villagers in summer, the organization of children's summer vacations, haymaking and harvesting of village workers, children's help, threshing, fruit picking, grape skin scenes are described. The last picture shows children going to school. These images, in addition to developing children's coherent speech, are intended to prepare them for literacy training, reading; to foster their moral and spiritual values. These pictures create conditions for the development of children's speech, the expansion of their imagination, free expression of ideas. On the seventh page of the book, the "mother word" corresponding to the picture is underlined three times. It is interesting that the authors write on each page about the methodical instructions relevant to the purpose of the training: We focus on the word "mother" when we train a topic within a family unit. The book shows a picture of the mother. The word "mother" is read below the picture. Children draw the shape of the word. The word is drawn in capital letters and hangs on the front wall of the classroom. Children count the number of so-called signs. This word is also indicated by dashed letters. The children also line up. As a rule, the teaching of the alphabet by means of the word method is continued by the words "father", "grandfather", "grandmother" and so on. The words are carried out appropriately. From the next pages of the textbook, arithmetic training is started. It starts with teaching numbers. Visualization is widely used in both literacy and arithmetic training. Pictures of fingers, circles, sticks, and various numerals make learning numbers easier. After the children have mastered the numbers, they are given exercises on four operations of the arithmetic (addition, subtraction, multiplication, division) in 10 circles. In this way, materials for reading are given after the completion of literacy and elementary arithmetic training. These materials are based on a seasonal nature, they acquainted students with relevant historical information and events during the teaching / learning period. The poems and texts "Autumn", "Now it is autumn", "Our garden", "Garden", "Gardens", "Vegetable garden", "Our cotton", "Cotton" given in the book, expand students' understanding of nature change and work related to autumn complex, instill love for work and working people. Some of the texts given here recommend taking care of children's health and observing hygienic requirements. In the following pages of the book, students are given scientific information about the features of winter through poems and stories about the winter complex. It should be noted that the scientific texts in the textbook serve to expand students' scientific outlook. The textbook mentions texts that increase children's interest in science, education, school, as well as the role of the book in learning to read, learn about natural and social phenomena, the origin of people, lifestyle [Mammadova, 2018:162-163]. It should be noted that although the complex curricula of first-grade schools were changed several times in 1927-1930, mathematical knowledge "remained unchanged in a very simplified way under the guise of formal skills." Frequent changes to math textbooks caused justified dissatisfaction among primary school teachers. In 1925-1926, due to the introduction of complex programs, the mother tongue was removed from the curriculum as an independent subject. In the second half of the 1920s, textbooks almost lost their classical function. The main slogan was the long absence of textbooks. The teaching of all subjects by the same teacher in primary schools was in line with the essence of complex programs, and the primary school teacher was able to use integration effectively. As I mentioned above, complex programs that have not a scientific ground and violate pedagogical and psychological requirements should not be applied at schools. It was generally impossible to implement these programs in secondary schools. Improper approaches to the development and implementation of curricula, programs and textbooks have seriously affected the quality of education.

Approbation of research results: The main provisions of the article are reflected in the author's theses submitted to scientific conferences in Azerbaijan and abroad, as well as in scientific articles published in various journals in Azerbaijan and abroad.

Conclusion: In the first half of the 1920s, the multifaceted development of education was delayed for some time by the introduction of "complex" and "complex-project" programs and the transformation of textbooks into "workbooks." "Students' poor adaptation of the skills that is a significant part of school curricula,

“students' lack of literacy in their mother tongue, and large number of spelling mistakes” [Mehdizade, 1959a:142142] were revealed.

“Poor adoption of habits by students, which are an important part of school curricula”, “low literacy of students in their mother tongue, many spelling mistakes” [Mehdizade, 1959b:142] were found. There were various reasons for this: 1) the difficulty in the transition from the Arabic alphabet to the Latin alphabet and the difficulty of getting used to the new rules; 2) the presence of dialect differences in accents; 3) less space for writing at school due to the application of complex programs; 4) inclusion of spelling defects in published textbooks; 5) presence of style and language defects in textbooks; 6) incorrect design of programs and textbooks; 7) Books translated for first grade schools do not meet the necessary requirements (poor quality in translation), etc. The “complex” and “complex-project” programs, which did not justify themselves in school practice and did not instill the necessary knowledge and skills in students, were removed from school practice by the decisions of the Central Committee of the Communist Party of the Soviet Union of September 5, 1931 and August 25, 1932, traditional ways – methods were restored.

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Підготовка нових підручників для початкових шкіл Азербайджану у 1920-1931 роках

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Однією із найбільш важливих змін у реформі нових шкіл в Азербайджані в 1920-х роках було проголошення азербайджанської мови основною мовою. Підготовка підручників рідною мовою для початкової школи стала однією з актуальних проблем. Розвиток національної культури залежав від рівня володіння рідною мовою. Метою дослідження є вивчення підготовки нових підручників для початкових шкіл Азербайджану в 1920-1931 рр. Розвиток національних шкіл неможливий без створення підручників і додаткових навчальних матеріалів національною мовою. Доведено, що труднощі було викликано різними чинниками: 1) брак фахівців і професорсько-викладацького складу для розробки підручників з усіх предметів; 2) відсутність наукової термінології з біології, фізики, математики та інших предметів; 3) недосвідченість у галузі поліграфії і видавничої справи; 4) відсутність професійних перекладачів; 5) арабський алфавіт, що перешкоджає культурному прогресу та ін. У статті розкривається природа цих труднощів і аналізуються методи їх вирішення. Проаналізовано підручники для початкової школи на основі нового турецького алфавіту (латиниці). У 1922 році при Центральній виконавчій комісії (ЦВК) Азербайджану був створений Комітет по новому турецькому алфавітом. Потім до комітету було призначено Джаліл Мамедзаде, Маммадага Шахтахтілі і інші. Комітет організував свою діяльність за трьома напрямками: 1) редакційно-видавничий відділ; 2) навчально-науковий відділ; 3) організаційний відділ. У результаті було багато

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суперечок про сумісність нового латинського алфавіту з нашою мовою, гармонії і вимові, і, нарешті, 22 липня 1922 було вирішено перейти з арабського алфавіту на новий латинський алфавіт.

Ключові слова: початкова школа, підручник, навчання, арифметика, наукова термінологія, реформа алфавіту.

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