ABOUT THE HISTORY OF THE DEVELOPMENT OF ADDITIONAL EDUCATION IN AZERBAIJAN

Abstract. In connection with the formation of a market economy and new economic relations, the development of high-speed information and high technologies, each individual of the society becomes a direct participant in fundamental changes in both social, economic and cultural spheres. New global and mega economic institutions create, improve, demand and evaluate new forms of work, knowledge and skills. In this case, investment does not invest in material resources, but in labor resources and social capital.

As knowledge and information change rapidly in a globalized world, once an education is obtained, it cannot ensure a person's development throughout their life. Most of the knowledge gained even in the most advanced education system loses its relevance some time after the completion of the educational process. Nowadays, science and technology are developing at such a pace that every year on average about 30 percent of knowledge "becomes obsolete", after a few years the content of professions and specialties does not keep up with development, and there is a need to update it. For active participation in the social, economic, political, cultural life of society, it becomes necessary that each person updates, enriches and adapts to the requirements of the time their professional and professional skills, personal qualities both in quantitative and qualitative terms.

The experience of different countries shows that as society develops, the demand for Education also increases, and in such conditions, additional education becomes of paramount importance, on the one hand, as a goal, and on the other – as an object of activity. The study of the history of additional education in the Republic of Azerbaijan is important for forming a new view and concept of developing a more effective organization of additional education based on new models based on the principle of continuity of Education.

Keywords: additional education, continuing education, state programme, education reforms, improvement of professional skill, retraining of specialists, internships, adult education
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ПРО ІСТОРІЮ РОЗВИТКУ ДОДАТКОВОЇ ОСВІТИ В АЗЕРБАЙДЖАНІ

Анотація. У зв'язку з формуванням ринкової економіки і нових економічних відносин, розвитком високошвидкісної інформації і високих технологій кожен окремий член суспільства стає безпосереднім учасником фундаментальних змін як у соціальній, економічній, так і в культурній сферах. Нові глобальні і мегаекономічні інститути створюють, вдосконалюють, вимагають і оцінюють нові форми роботи, знань і навичок. В цьому випадку інвестиції вкладаються не в матеріальні ресурси, а в трудові ресурси і соціальний капітал.

Оскільки знання та інформація швидко змінюються в глобалізованому світі, одного разу отримана освіта не може забезпечити розвиток людини протягом усього його життя. Велика частина знань, отриманих навіть в найдоскональшою системі освіти, втрачає свою актуальність через деякий час після завершення освітнього процесу. У наш час наука і техніка розвиваються такими темпами, що щорічно в середньому «застаріває» близько 30 відсотків знань, через кілька років зміст професій і спеціальностей не йде в ногу з розвитком, виникає необхідність в його оновленні. Для активної участі в соціальному, економічному, політичному, культурному житті суспільства стає необхідним, щоб кожна людина оновлював, збагачував і адаптував до вимог часу свої професійні та професійні навички, особисті якості як в кількісному, так і в якісному відношенні.

Досвід різних країн показує, що в міру розвитку суспільства зростає і попит на освіту, і в таких умовах Додаткова освіта набуває першорядного значення, з одного боку, як мета, а з іншого – як об’єкт діяльності. Вивчення історії додаткової освіти в Азербайджанській Республіці має важливе значення для формування нового погляду і концепції розвитку більш ефективної організації додаткової освіти на основі нових моделей на основі принципу безперервності освіти.

Ключові слова: Додаткова освіта, безперервна освіта, державна програма, реформи освіти, підвищення кваліфікації, перепідготовка фахівців, стажування, освіта дорослих

Problem statement. Studying the history of additional education in the Republic of Azerbaijan and is important for forming a new perspective and concept for
developing a more effective organization of additional education based on new models based on the principle of continuity of Education.

To analyze the formation process of additional education (and its directions) in Azerbaijan based on the requirements of legislation, laws, decrees, orders, decisions and normative-legal acts adopted in this field, to determine the development trend, the characteristics of additional education during that period, to clarify its functions and essence, to reveal the importance of the state policy for the improvement of continuous education in the Republic of Azerbaijan, to learn the models of the organization of additional education, to interpret them from the scientific and pedagogical aspect mainly by means of the historical-comparative method, to generalize the acquired experience and theoretically examine the possibilities of compatibility with modern forms and methods is to analyze.

Modern education as a continuous process that ensures adaptation to existing innovations in the modern information society is an important part of human life. Intensive changes taking place within the framework of globalization in the economy and public life of the country, the emergence of new and complex technologies require the improvement of qualified personnel employed in various industries, which greatly increases the role and importance of additional education. A person's desire to acquire knowledge and skills, to enrich what he has received, to keep up with the struggle for survival from the moment of comprehension of the world - the desire for lifelong education is not only his right, but also one of his natural needs for survival. Therefore, a person should be in the position of a “student” throughout his life.

From the analysis of scientific studies written on this topic by domestic and foreign scientists, it is clear that the concept of “additional education” is not accepted unambiguously and in a single form. Various approaches of researchers to this issue prove that additional education is still under development in the context of lifelong education. And this indicates that the need for qualified and intelligent personnel in the world cannot be satisfied only by basic education. In order to increase the dynamics of employment and minimize the unemployment rate, additional education is not only a pedagogical problem as one of the available tools, but also a strategic area of socio-economic importance for each state.

Against the background of the increased importance of human capital in the formation of the younger generation, he put the comprehensive development of personality in the spotlight as one of the most pressing issues of our time. In the modern world, the emergence of competitive production facilities and the rapid development of new-generation intelligent technologies are steadily increasing the need for intelligent human resources. In a market economy, the modernization of education and its adaptation to modern economic mechanisms is becoming particularly relevant and generates new social orders within the framework of career mobility.
Analysis of recent research and publications. The study of the process of formation and development of the additional education system from the 19th century to the present day is of great scientific interest. Studying the history of additional education problems allows us to meet the additional educational needs of citizens within the framework of quality education standards, taking into account modern requirements and social order, and enriching the acquired experience and passing it on to future generations. Additional education in the continuous education system has been the subject of research from various aspects. The process of further development of the Pedagogical Personnel Training system was studied in detail by a number of scientists as R.H. Mammadzadeh, A.A. Abdullayev, R.H. Jabbarov, A.O.Mehrabov, etc. have studied the history and modern problems of additional education in Azerbaijan. The application of new mechanisms, forms and methods in specialized education have been extensively interpreted by R.Z. Azizov, Kh.A. Babayev in their scientific and methodological works.

However, the historical development period of additional education in Azerbaijan has not been studied step by step. The directions of additional education, their organizational characteristics, functions and essence have not been fully clarified, the importance of additional education for the improvement of continuous education in the republic has not been revealed, and the models of its organization in separate directions have not been studied in a systematic way. In addition, the formation process of additional education from the historical-pedagogical aspect within the framework of the principle of succession, the possibilities of generalizing the acquired experience and applying them together with modern forms and methods have not been the object of scientific research, and the modernization of the practice of organizing additional education in Azerbaijan and the efficiency of its application have not been scientifically fully substantiated. Taking into account what has been said, we can come to the conclusion that there is a great need for additional education in our country today, which ensures the constant improvement of the professional level of education providers as well as students.

Purpose of the article. In the new century, social well-being lies precisely in improving the quality of education, increasing human resources, overcoming pedagogical problems arising from employment and unemployment by reforming education, undoubtedly, additional education is one of the most optimal solutions for this.

Additional education as the main component of the policy of teacher training in the system of continuing education. Continuous education or continuity of education is an important principle of the process of personality formation. This term primarily emphasizes the functionality of the acquired knowledge.

his initiative was launched in September 2012 by the United Nations Secretary General Mr Ban Ki-moon. Its priorities are to expand access to education, improve
the quality of learning, and foster global citizenship. Although ostensibly geared towards achieving the 2015 agenda, it is inevitable that this initiative will also focus attention on setting post-2015 priorities.

In 1972, the then Prime Minister of France Edgar Faure In a report published by the Commission acting under the leadership of Faure, “continuing education” was defined as a term, since the continuity of education is defined as the basic principle [1].

The Faure Report advocated the right and necessity of each individual to learn for their social, economic, political and cultural development. It considered lifelong education the keystone of educational policies. Although acknowledging the existence of lifelong education practices in diverse cultures all over the world, the report emphasized that lifelong education should be recognized as the basis of educational policies in both developing and developed countries [3].

This principle is the main driving force of social well-being as a regulatory tool that accompanies a person throughout his life by means of additional education, constantly encouraging self-education by involving him in the continuous process of acquiring the necessary competencies. At the International conference on Education of the 35th session of UNESCO, it was emphasized that a one-time primary pedagogical education provided to a teacher armed with appropriate knowledge and skills based on the traditional education system is not enough in modern conditions for professional activity throughout life, therefore, it is already necessary to revise pedagogical education as a continuous process, organize it on the basis of modern approaches in the framework of democratization, personalization, differentiation and humanization.

The theoretical basis of the concept of continuing education consists of three principles: continuity, democracy, functionality. For education to be truly democratic, it must be accessible in all countries of the world, for all segments of the population, cover all age groups and, therefore, be sustainable. In order for education to be fully effective, it must, on the one hand, be aimed at solving specific goals and real problems, and on the other hand, cover at every stage of life the maximum number of teaching staff employed in various sectors of the national economy, especially in educational activities.

**Presentation of the main material.** The social results of educational activities can be divided into several groups. This division is based on the understanding of the individual’s place in the renewed socio-economic relations in society. The orientation of the social results of such groups is social innovations and personality changes that occur in the personality as a result of educational activities. These changes also include the following:

- legal awareness of the individual;
- social status of a citizen;
- personal attitude to the environment;
- attitude to personal participation in solving social problems;
- change of its social morality under the influence of new commodity-financial relations in educational activities.

The first group of social consequences is the individual's right to education, advanced training, and retraining. This is the creation of conditions for the realization of the right. The second group is characterized by a change in the social status of a citizen through education. It also determines his place in society and ensures his social protection. The third group of social results of educational activities can include a change in the attitude of the individual to solving universal problems (nature protection, habitat improvement, survival in peace and tranquility, improving social welfare, helping those in need, etc.) of a person and his participation in their solution. The fourth group of social results is the influence of the “price” of educational services on the social morality of people under the influence of commodity–financial relations in educational activities. The next group of social results is the formation of a person's political worldview, his moral qualities in the process of educational activity and adaptation to the conditions of public life in general. On the basis of these identified social results, the socio-pedagogical content of the education management of the elderly is formed, and its strategy is based on the service functions of the education system. Thus, the system develops on the basis of natural patterns of social, personal needs and socio-pedagogical processes.

The pedagogical process carried out in this system actually guides the development of personality. Therefore, one of the features of the management of the education system is due precisely to the complexity of the object (the process of personal development) of its activities. Because a number of social systems (family, society, economy, cultural events, mass media, etc.) have an impact. As a result, a new quality is formed in the educational activity, in which a person is socialized, acquires new knowledge, values, moral rules, spiritual culture and develops it. The results of the activity of the education system of the elderly as a social institution can be conditionally divided into pedagogical and social orientation.

So, over time, the system of educational institutions began to shift from the problems of ensuring the continuity of education to the problems of continuing education (lifelong learning). This is quite obvious when analyzing a number of normative, reference and reporting materials of international organizations, in particular UNESCO, the content of journals that cover issues of lifelong learning [2].

The law "On Education" of the Republic of Azerbaijan of 1992 provided that within the framework of the activities of the service of socio-pedagogical patronage in the education system, this service will be carried out by sociologists-educators. They participated in the interaction of educational institutions with the family and society, advised parents in connection with changes in the situation. Sociologists-teachers are equated to teaching staff by their status.
Again, according to this law, teaching staff, along with teachers-sociologists, also include teaching staff of extracurricular institutions, researchers, engineering and technical workers, teaching and support staff, library staff, employees of the pedagogical press, employees of educational authorities, heads of educational institutions and other personnel.

For this purpose, an extac of programs of continuous pedagogical education, additional professional education and long-term strategic measures for the training of socio-pedagogical personnel has been created in parallel, which dictates the training of social workers and pedagogical personnel as social institutions based on new models of social order that meet modern requirements of education as a whole.

Socio-economic, environmental, cultural, scientific, pedagogical, psychological, etc. their requirements determine the goals and content of the education of the elderly. It is also carried out by state and administrative bodies, enterprises and organizations, various groups of the population and different people. Although the requirements are objective, they are formed as customers and those who need education to get an education. It implements them in the form of an education system for the elderly, educational services. These services are reflected in the regulatory, financial, logistical, personnel and software and methodological support.

So, additional education occupies a special place in the development of social professions in connection with the study of the laws and functions of the development of the education system as a socio-cultural institution, the process of its interaction with society. This process should also be approached as a social policy, assessing the scale and depth of the reforms carried out in this area, so that they can be interpreted both in educational and social aspects.

The organization of additional education in the system of continuing education in the Republic of Azerbaijan on the basis of new models was launched in 2000 as part of large-scale educational reforms by Decree No. 349 of June 13 "on improving the education system in the Republic of Azerbaijan" by national leader Heydar Aliyev.

The activities within the framework of the reform program were further deepened by the Presidential Decree of June 13, 2000, when the reforms in postgraduate education received a kind of additional support for their logical continuation. It was in accordance with this decree that the conceptual strategy of teacher training based on the experience of the countries of the world was defined in the education system of Azerbaijan, the initial and postgraduate stages of teacher training were adapted to international models and considered as complementary processes, for the first time a new network of this level was created in the context of continuing education. As a result of all this, the principle of integration into the world experience of teacher training was perceived as a necessary factor, concrete activities in this direction were carried out. Thus, the concept of "continuing education for all" is given, for the first time a clear framework for the processes of improvement of
professional skill, individual training, internships and improvement is defined, a mechanism of strong points that fully meets modern requirements is developed, a model of the organization of the educational process is formed, the dislocation of points is determined, an extensive information bank on the base of the attracted contingent is created.

Shortcomings in the training of teaching staff in the Republic of Azerbaijan before 2007 can be grouped as follows:

- the presence of uncertain boundaries between additional education and its areas (for example, in some pedagogical literature and periodicals, the concepts of advanced training, retraining and advanced training were generally considered);
- violation of the mechanism of forms and methods of teaching on the principle of continuity in institutions of secondary specialized, higher, postgraduate and additional pedagogical education, including in general education schools;
- insufficient attention to the training of teaching staff to work in the conditions of variable educational programs and textbooks;
- lack of scientifically based approaches to the creation of standards and programs based on the principle of continuity of pedagogical education;
- lack of theoretical, scientific, methodological and practical approaches to training teachers to work in small rural schools;
- lack of long-term scientifically based forecasting of the needs of the market of pedagogical services in accordance with the orders of the individual and society;
- insufficient attention to the problems of informatization of the system of continuous pedagogical education, insufficient introduction of modern information and communication technologies, active and interactive teaching methods in the training of teaching staff;
- the low level of the socio-economic base of the system of continuing pedagogical education or the lack of development of the regulatory framework;
- very weak links between the individual stages of the system of continuing pedagogical education;
- the absence of the use of other models of additional education, including distance learning technologies, in the continuous training of teachers;
- inefficient management of the system of continuous pedagogical education and teacher training;
- lack of training of education managers;
- low salaries of teachers: in this regard, the teacher must engage in other activities in order to obtain additional funds and not be completely tied to the art of teaching.
- lack of connection between initial teacher training programs and advanced training programs;
- lack of short-term preparatory programs to improve the bachelor's degree level;
- lack of a quality assurance system in most educational institutions and full expectation of the principle of transparency in their activities;
- weak ties between individual enterprises and the implementation of joint programs;
- lack of a system of certification and certification of teachers;
- preference mainly for in-system evaluation methods;
- lack of an external evaluation mechanism;
- checking the greater theoretical readiness of students in the initial training of teachers;
- the lack of a perfect mechanism for building university-school relations and their joint activities;
- organization of advanced training courses intended only for certain categories of senior teaching staff at the advanced training stage;
- the lack of education management disciplines in primary teacher education programs;
- non-implementation of Bachelor's and Master's preparation for the management of Education and etc.

On June 25, 2007, the Cabinet of Ministers of the Republic of Azerbaijan, by its Resolution No.102, approved the "Concept and Strategy of continuous pedagogical education and teacher training in the Republic of Azerbaijan". The "Concept and Strategy" covered the system of continuous pedagogical education and teacher training in the Republic of Azerbaijan, general education schools of all types, educational institutions implementing programs of pedagogical education in secondary special, higher, postgraduate and additional education.

The “Concept and Strategy”, based on previous reports compiled by the World Bank and other international and domestic institutions, and data obtained as a result of monitoring, identified the following six strategic areas of activity that meet international standards, important for the successful formation and implementation of a quality system of continuous teacher training:

1) the quality of the teacher training curriculum;
2) teacher training and provision of the education system with teachers;
3) organizational structure and functions of institutions of continuing pedagogical education and teacher training;
4) monitoring and ensuring the quality of continuing pedagogical education and teacher training;
5) models of implementation of training and improvement of teachers;
6) management of the system of continuous pedagogical education and teacher training and training of managers.

The issues of Organization of additional education in the system of continuing education of the independent republic of Azerbaijan and satisfaction of the education
needs of the elderly were also fixed in 27. Article of the law on education 1992. The article indicated that national universities, tele and radio educational programs, libraries, institutes, lecture halls, information centers, databases, clubs etc. operate. Citizens studying freely got the right to listen to lectures and participate in practical trainings in various educational institutions on the basis of appropriate permission [4].

In the Law "On Education" adopted by the Republic of Azerbaijan No.833 III of June 19, 2009, the forms and forms of education, levels and levels of education, the basic principles of state policy in the field of education were expressed by more specific boundaries, general requirements for the content and organization of education were defined. It was article 24 of the Law "On Education" of the Republic of Azerbaijan that clearly defined the broad prospects for the development of the system of additional education. The law provides that additional education, being an integral part of continuing education and vocational training, provides every citizen who is a state document on the completion of any of the stages of higher, secondary special and vocational education, the opportunity to receive continuing education and carries the tasks of human development, raising and improving the level of intellectual and professional training, their adaptation to constantly changing and updating working conditions, ensuring the active and effective participation of senior citizens.

According to this law, the concept of additional education shall include the following areas:

- in-service training;
- re-training;
- internship and advanced training;
- repeated higher and vocational-professional education;
- advanced degree studies;
- adult education. [5]

Additional professional education is carried out through additional education programs (professional development and training programs):

1) persons with specialized secondary and (or) higher education;
2) persons who have received secondary specialized and (or) higher education.

The content of the legislative acts adopted within the framework of improving the system of additional education in the Republic of Azerbaijan made the state policy and support carried out in all areas of additional education in the system of continuing pedagogical education accessible to the personal and professional development of citizens, revealed the models of organization and effectiveness of the mechanism of additional education in all areas.

Conclusions. As part of the educational reform in Azerbaijan, for the first time in the history of additional education, the concept of postgraduate pedagogical education was formalized, providing for an increase in the level of education and
academic degree of every citizen who graduated from a vocational special institution for postgraduate pedagogical education and has a state document on higher pedagogical education, as well as conditions for higher education through doctoral studies. Additional pedagogical education and the development of a professional level was understood as a system of opportunities for obtaining continuous pedagogical education by every citizen who graduated from a vocational special institution and has a state document on education, being a stage of continuous pedagogical education and teacher training. This stage included, on the one hand, the development of the creative potential of the teacher and the self-realization of his professional personality, and on the other development of various methods of professional training, scientific and pedagogical abilities and the level of professionalism of teaching staff and senior teaching staff in order to modernize education and education management. Additional pedagogical education and increasing the level of professionalism contributed to the process of realization of pedagogical personnel through educational programs and services in addition to vocational special education in order to fully meet the educational needs of society and the state.

Considering that at each stage of continuing pedagogical education, the main goal of additional pedagogical education is the development of personality, its continuous improvement in intellectual and professional terms, educational programs of various directions were included in the programs of additional education, implemented in general education, pedagogical vocational and special institutions of additional education, at support points and in general in other institutions with the appropriate license. Further pedagogical education and professional development began to be carried out in a harmonious and interrelated form with other stages of the system of continuing pedagogical education and teacher training, which ensured the strength and stability of the legislative base of the Republic of Azerbaijan in the field of additional education among post-Soviet countries.

To increase the efficiency and increase the effectiveness of additional education in the modern era, we offer the most acceptable model of additional education – the organization of distance learning educational technologies.

Article 1.0.9 of the Law of the Republic of Azerbaijan on Education (2009) states that distance learning is organized on the basis of electronic, telecommunication, software and technical means of the educational process. Article 13.1.3 defines distance learning as a form of education. Article 10.5 of this Law states that for additional education, distance education and other forms of special education, appropriate educational programs are applied [5].

Based on the Law on Education of the Republic of Azerbaijan, it can be concluded that distance learning can be used as a form of education in the system of additional education on the basis of appropriate educational programs. Distance learning, along with teaching staff, makes it possible to flexibly meet the needs of the
population employed in various sectors of the national economy in obtaining mass additional education, and also allows minimizing education costs. Thus, this factor ensures the availability of additional education for all citizens within the framework of the principles of “education for all” and “lifelong learning”.

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