

How to Cite:

Omar, O. V. (2022). Some problems of humanitarian education in Azerbaijan: The 21st century will be, or will not be, the age of humanities Levi Strioss. *International Journal of Health Sciences*, 6(S2), 14636–14642. <https://doi.org/10.53730/ijhs.v6nS2.8855>

Some problems of humanitarian education in Azerbaijan: The 21st century will be, or will not be, the age of humanities Levi Strioss

Orujov Vidadi Omar

Ph.D of Pedagogical Sciences

Corresponding author email: vidadi_orucov@mail.ru

Abstract---The article explores the problems of humanitarian education. Issues affecting the “Modern Project” of humanistic policy on globalization are disclosed. The objectives of education based on humanist philosophy are stated. The goals of self-education in the cultivation of independent humanistic individuals are revealed. It offers ways to gain access to an integrated system of knowledge and skills based on humanistic principles.

Keywords---education, humanitarian policy, globalization, system integrated knowledge and skills.

Introduction

At the end of the last century, chaos and chaos in the Soviet Union led to its collapse. Together with this collapsed state, powerful, socio-economic, and law enforcement structures, which have been formed over the years, have also collapsed. The independent states that emerged after the collapse had to regain their independence, no matter how disrespectful they were to the rest of the Soviet Union. Over time, they have either tried to improve or rebuild these issues in line with national goals. In addition to the socio-economic problems in the creation of national states, the poverty in the humanitarian sphere has been more pronounced. The occupation of ancient Azerbaijani lands by our notorious neighbors, Ossetia in Georgia, and countless examples. In this case, the hatred of the citizens of the conflict countries rose to the level of state policy. The biased position of the Armenian state against all Turkic states, as a main line in its domestic and foreign policy, has created a way of thinking for its citizens. These include the interfaith struggle that people of all religions enjoy, and that relations between one another openly and secretly elevate them to the level of state or international politics.

One of the main difficulties here is the differences in the outlook of the people of different political systems. This is not only because of the different types of educational programs that these countries mainly pursue, but also in the interpersonal relationship between the stereotypes inherited from the Cold War and the "native" and "alien" relations of national, cultural, religious and racial affiliation. self-expression in step. The most miserable among them is the fact that these people, who are most dangerous to mankind, have a higher education, profession, and position. The humanitarian paradigm becomes a key factor for all sciences.

The modifications in the political landscape of the Republic after gaining state independence, transition of our economy to market relations, integration with leading countries in the world, etc. State interests such as these required radical reforms. The founder of the state of Azerbaijan, national leader of our people H.Aliyev said at a meeting with educators of Baku on August 31, 1994: "Now Azerbaijan is an independent state. Our republic as an independent state should create and develop its own national ideology concept and, of course, education should be based on national goals and interests".

It was impossible to ensure the development of an independent state building without diverting education, especially the humanities, to the traditions of national statehood. "During the Soviet era, the development of education in Azerbaijan was generally centralized in accordance with the spirit and requirements of the Soviet Union's educational strategy. Going out of a defined strategy, developing a conception of education that meets national peculiarities, of course, was impossible in a society led by administrative-command methods. "

Although the formation of a humanitarian policy that promotes the development of national statehood, education that meets national and human characteristics, as well as the redesign of the concept of humanitarian sciences, our Republic has made significant progress during the short period of independence. The rapid growth of our economy, the integration of our education into Europe and the world, the creation of new types of modern school networks, and the introduction of new educational models into the learning process. The basis of these models is the idea of world experience, dynamic development of education and the idea of transition from one-time education to the principle of continuous education. Traditional forms of education are being integrated into new educational models and open wide opportunities for the creation of a single educational space, globalization, and the creation of an information society. [6].

"There is a parallel between education and globalization. As globalization encourages the modernization of the world educational system, development in the education system also directs and accelerates the process of globalization. In addition, when one considers that future forms of society will be shaped by the type of humanity that the education system produces, one can better understand why each country strives to adapt its education system to the globalization process and its desire to provide education in accordance with the universal values of the globalized world.[8].

Humanity policy, in its own right, has a very complex configuration and system as it embraces all sections of society, and it also has leading - core and weight-

bearing areas within this system. identify or change the course of the processes occurring. In the 'modern project', the formation of a humanitarian policy of any state that has pursued a comprehensive development path in the globalized world is centered on a number of issues related to globalization:

- ✓ Creation of a universal picture of the world and the formation of sufficient knowledge, bringing the existing realities to a unified scientific mind.
- ✓ Ensure that these skills are applied to the happiness of people.
- ✓ Increasing confidence in the progress of humanity, the modernity of the past, and the future of modernity.

The modern education system, without the creation of new technologies, the formation of intellectual potential based on humanitarian policy and multicultural culture, no state can build a future-oriented, informative society based on international standards. Taking this into account, President of the Republic of Azerbaijan Ilham Aliyev said: "Human capital is a factor that determines the current state of developed countries. These countries are developing not because of their natural resources, but because of their intellectual potential, the development and application of new technologies. We must choose this way. The main purpose of Azerbaijani government's policy is to turn oil - "black gold" into human capital - [4].

Today, the Azerbaijani education system, confidently stepping up towards the creation of an information society, is making successful steps towards "creating a quality, humane education" capable of leading the nation of Azerbaijan into the future, following H.Aliyev's call to education. Howard Gardnes, a prominent US theorist of education, writes: "In terms of increasing the level of understanding of each other, education must be approved. The main object of all science should be human. " In the modern era, the education system should not only form a range of values that are more important to people, but also to create a sense of responsibility for maintaining those values. "As long as a person is able to benefit from the knowledge he has acquired on the basis of his analysis of the lessons of life of the nation, of humanity, and will always stay away from revenge, he will enhance his ability to contribute to the enrichment of humanity." According to the French philosopher and ethnographer Levi Striessa, "the 21st century will be, or will not, a century of humanities."

Despite the recent progress made in the field of natural sciences, the demand for the humanities is even more pronounced. In the modern world, humanism is not only a question of the personal qualities of an individual, but is also the key to their adaptation to the rapidly changing social environment and to some success. Humanistic education also shapes the development prospects of each specialist - the individual's creativity potential. People behave more comfortably, culturally, according to instructions by any technique, not just with each other. Humanities education, in addition to being more complex than technical education, also requires mutual understanding and probability. People need to be able to regulate relationships with a wider spectrum of communication during single communication.

This is in addition to the main purpose of humanistic education, in addition to being individualistic and attentive, to assist students in real-life training, career choices, and in developing and developing their creative abilities. The philosophy of education is a philosophical way of analyzing ideas related to education in a narrow context and trying to systematize education in accordance with these definitions. It is a field of science that defines the dimensions of probability and, as a consequence, offers a humanist education concept according to this form. The way the human mind is focused on the human being, that is, the history of human thinking about the person and himself, is based on a very ancient time when the historical roots are unknown. In ancient times, the appeal of man to himself as a value can be seen in sophists, especially in the well-known philosophy of Greek philosopher Socrates. The purpose of Socrates' philosophy is to rediscover man. The greatest value to man is placed in the center of the universe. This transformation to the human being has continued in the schools of philosophy, and the philosophy of "self-awareness" has evolved and improved to this day.

The basis of the philosophy of education is the characteristics that distinguish humans from animals. These are the individual biopsies and biosocial states that constitute a complete human structure. More precisely, the qualities that make a person human; In addition to physical, mental, and social self-esteem, one of the main features that distinguishes it from animals is its ability to engage in creative activity. As a result, the philosophy of education is a field of study that examines the individual characteristics, cultural and physical environments and relationships between them, which we consider above, and which formulates a particular educational thinking-concept in accordance with the results of these studies.

In our modern world, the chaotic flow of social processes, rapid technical progress, cataclysms in society and nature, globalization, material and spiritual needs, and a number of difficulties have a negative impact on a person and his or her world. As a result, it becomes unmanageable, allowing for unpleasant events. In recent times, the political, social and economic landscape of the world has become an increasingly important object of research on the humanist problem. Humanist philosophy is a doctrine that examines the interests, values, and needs of a human being, based on the love, superiority and maturity of humanity. According to humanist philosophy, people do not behave like strangers, they are "the fairest of the earth." Disrupting humanistic philosophy, education has a number of goals:

1. Teach learning, orientation and independence on an individual basis;
2. Give students the responsibility to choose what they learn;
3. Assisting in the discovery and development of creative abilities;
4. Formulate a different way of thinking.
5. Assist in profession (specialty) choice.

The fact that education has a leading function in the formulation of a fully developed socially oriented person based on humanist principles in our republic has once again been identified. In the formation of personality, not only knowledge, skills, skills, functional training related to a particular activity, but

also its personal qualities: social activity, creativity, ability and so on. Growing up as a “human being” with qualities has become one of the basic requirements.

In the State Strategy for the Development of Education in the Republic of Azerbaijan, approved by the Decree of the President of the Republic of Azerbaijan dated October 24, 2013, “The first strategic direction is to create competence-based education content...” [2]. the purpose of education is to develop a fully independent humanistic individual;

- It is regarded as an individual, not as an educator. It should not be commanded, forced, oppressed, valued or respected.
- In the process of personalized learning, students are encouraged, encouraged to be active, and encouraged to make their own choices, and learn at the highest level what they want and need.
- Multiculturalism and diversity in thinking are rewarded.
- Knowing how to learn is more valuable than learning a large amount of information. The rules, sources and areas for application should be established by the learners themselves.
- Teachers follow this principle by Carl Rocherin, "From the moment I started to trust my students, I became a facilitator in gaining knowledge from teachers and experts." [10].

It should be educated in the center of humanist theory and law of education. In addition to focusing on meeting the interests, abilities and needs of the learner, the development of social learning as a social person must be based on self-esteem, the concept of test and exam-based education. In many developed countries, the concept of humanistic education combines three key features:

1. In terms of curriculum content: Curriculum content includes topics that directly relate to the real life of learners.
2. From the point of view of working out of the curriculum: The individuality of each student in the sense, the sense, the individuality of the educational process.
3. From the point of view of organization of the educational process and group structure: humanistic education in the educational institution, provision of a business environment that supports individuals and groups.

There is no competition in the concept of humanistic education, there is no interaction, there is no curriculum, education is personal, there is no time constraint. One of the disadvantages of humanitarian education is that reforms in the education system are excessive and at the same time unrelated to each other. Azerbaijani education is also undergoing continuous reforms after independence. Reforms not only have a negative impact on the content and structure of vocational training, but also on the nature of humanitarian education. The reforms and their implications must be analyzed, and should be taken into account in the preparation of education programs that reflect more long-lasting, modern, comprehensive, and humanistic principles. Specialist training programs should not be included in the content of individual disciplines but generally.

There is a change in the paradigms of education worldwide. The main contradictions of the modern education system are the amount of knowledge that

is rapidly increasing from one hand, and the limited access of the learner to this knowledge. Due to the large number of compulsory subjects taught in secondary schools, the students are overloaded with a heavy teaching load. The vast majority of disciplines are unreliable. And the vast majority of irrelevant knowledge does not translate into useful knowledge and skills that are essential to life, which can help a school graduate's activities and lifestyle. At present, there are only 100 fields of science in physics, more than 50 in chemistry, biology and economics. In the Russian Federation, 3223 higher education programs are prepared for 29 academic areas, and 379 directions are taught in Economics Management at the Russian University of Earth Sciences. [11].

The globalized world requires the acquisition of an integrated system of knowledge and skills based on the principles of humanism that can serve human development and improve the standard of living.

1. The inclusion of the most important subjects that are relevant to the profession and reflecting the latest achievements in science.
2. In addition to integrating the subject matter, both reducing and humanitarianizing the load.
3. Being personality orientation of training methods.

“In modern times, the main task of education is to identify the means and ways of the formation of a person living in civil society, to cultivate his high moral ideals and values, to understand and understand the meaning of human life, and to strive for success in his personal life”.

There are cases of integration of pedagogical sciences into a large group. At the same time, a number of problems related to the implementation of humanistic integration training are also expected to be solved:

- Carrying out scientific and pedagogical research activities that serve to integrate the various sciences, as well as to integrate these sciences around a common humanistic purpose (in the form of the worldview), and to develop a unified scientific thinking;
- Eliminating the lack of knowledge, scientific and methodological literature on integrated learning and the timely publication of the results of research in this area to professionals working in the field;
- Studying and dissemination of best practices in the field of proper use of information technologies, which plays an indispensable role in ensuring the quality assimilation of integrated learning.

Humanitarian education should focus on creative, independent, non-standard thinking, reflecting the realities of the day, and not just in the content of individual disciplines, but in different disciplines.

References

1. Decree of the President of the Azerbaijan Republic “On approval of the “Reform Program in Education field of the Azerbaijan Republic” N 168 dated June 15, 1999, Baku city.

2. Order of the President of the Azerbaijan Republic dated October 24, 2013
3. Aliyev H.A. "Education is future of the nation", Baku, Education, 2002, 580 p
4. Aliyev H.A. Education is one of the most important aspects of sustainable development strategy of Azerbaijan, "Khalg" newspaper, Baku, 2006, September 16, N210
5. Garalov Z.I. Ideology and Spirituality. Baku: Legal literature, 484 p.
6. Mahmudov M.C. Education systems in the world. Baku: Mutabarjim, 2014, 480 p.
7. Mehrabov AO Conceptual problems of modern education. Baku: Mutarjim, 2010, 516 page.
8. Introduction to education. Pegem Academy. 2012, 350 pp.
9. Neymanov JM View on the 21st century trends and forecasts. M.: Algorithm, 2002, 485 p.
10. Get rid of modern illustrators. Fire on the beach. M .: Search. Dom Vysshei School of Economics, 2012, 488 p.
11. <http://www.xn-80adcqployo.xn--p1ai/asp-üzrə4.phtml>
12. https://moeobrazovanie.ru/reiting_otraslei_nauki
13. Suryasa, I.W., Sudipa, I.N., Puspani, I.A.M., Netra, I.M. (2019). Translation procedure of happy emotion of english into indonesian in kṛṣṇa text. *Journal of Language Teaching and Research*, 10(4), 738–746
14. Suryasa, W. (2019). Historical Religion Dynamics: Phenomenon in Bali Island. *Journal of Advanced Research in Dynamical and Control Systems*, 11(6), 1679-1685.