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**EVOLUTION OF PEDAGOGICAL IDEAS: CONCEPTS OF FAMILY AND  
EDUCATION BY AJDAR AGHAYEV**

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**Ключевые слова:** азербайджанская теория образования; традиции педагогической мысли; современные педагогические концепции; социально-семейный контекст; воспитание; индивидуальное развитие; социокультурная среда; историография образования.

In the research conducted by F. Rustamov, the scientific creativity and pedagogical principles of Ajdar Aghayev were systematically investigated in the context of the development of Azerbaijani pedagogical science, their bridging function between the classical pedagogical heritage and modern educational theory, the educational role of the family and social environment, as well as the possibilities of their application in modern pedagogical practice were analyzed in theoretical and practical aspects (3). In the research conducted by Rustamov, Farrukh Abbas, the scientific creativity of Ajdar Aghayev was systematically investigated within the framework of Azerbaijani pedagogical science. The research considered both the principles of the classical pedagogical heritage - the works of Mirza Fatali Akhundov, Hasan bey Zardaby and Firidun bay Kocharly, and the pedagogical theory and practice of the 21st century, and analyzed the possibilities of integration between classical and modern approaches through the scientific activities of scientists. At the same time, the educational role of the family and social environment, their influence on the spiritual, social and intellectual development of the personality were evaluated on scientific grounds (4). Within the framework of the research, Ajdar Aghayev's pedagogical principles were analyzed both theoretically and practically, and

their connection with modern educational programs, teacher training, and teaching methodologies was revealed. This approach provides a reinterpretation of classical ideas in Azerbaijani pedagogical science in accordance with the 21st century education system and makes significant contributions to the scientific planning of educational processes, optimization of educational programs, and increasing the effectiveness of teacher activity (5).

Ajdar Aghayev analyzed these classical approaches in a modern pedagogical context and adapted them to the 21st century education system. Aghayev's research presents a systematic model of educational processes by combining the history and theory of pedagogy and the interaction of family and social environment in the formation of personality. Thus, a comparison of classical and modern approaches shows that the study of family, society and education issues in modern pedagogical science is based on the fundamental principles of classical heritage, and their integration increases the efficiency of the educational process.

Ajdar Aghayev's pedagogical heritage serves as an important bridge between Azerbaijani classical pedagogical thought and modern pedagogical theory. The Azerbaijani classical pedagogical heritage — the works of Mirza Fatali Akhundov, Hasan bay Zardaby and Firidun bay Kocharly — systematically studied the issues of family, society and education, and interpreted their mutual relationship in a scientific and pedagogical context (1). Ajdar Aghayev, reinterpreting these ideas in modern pedagogical science, adapted classical principles to the requirements of the 21st century education system, and expanded their practical and theoretical application possibilities. In this regard, their scientific activity plays the role of an integral bridge between the classical heritage and modern pedagogical approaches and makes significant contributions to the development of the educational function of the family and social environment in the Azerbaijani education system.

The works of the Azerbaijani classical pedagogical heritage Mirza Fatali Akhundov, Hasan bay Zardaby, and Firidun bay Kocharly presented a broad and systematic approach to the issues of family, society, and upbringing. Classical authors evaluated the family as the primary social environment of the individual and the main institution of moral development, emphasized the important role of society in upbringing, and also linked education and enlightenment with social changes. In their works, the mutual influence of the social environment and the family, as well as the educational function of national and cultural values, were interpreted in a scientific and pedagogical context. The empirical and multidisciplinary nature of folk pedagogy, its deep educational potential, is shown on the basis of folklore sources. The possibilities of folklore sources, especially in the education of young children, are investigated. Literary and epic examples reflecting the history of the Azerbaijani people and ideas that can be used in the process of educating young people in a patriotic spirit are presented. At the same time, the question of the possibilities of applying the ideas of folklore and folk pedagogy within the framework of modern educational practice is raised (2, p. 183)

Classical authors evaluate the family and society as the primary institution of education, emphasize both their moral and social functions, and bring to the fore the importance of the mutual influence of family and society in the formation of personality. Mirza Fatali Akhundov is one of the most prominent representatives of Azerbaijani classical pedagogical thought. His ideas, along with those of Seyid Azim Shirvani, Hasan bay Zardaby and Jalil Mammadguluzade, systematically investigated the issues of family, society and education.

Soviet-era pedagogical literature teachers and employees of the Azerbaijan Pedagogical University developed and applied these principles of Akhundov in a modern pedagogical context. Akhundov's pedagogical concept highlights the role of the family in upbringing, the importance of women's education, and the function of enlightening society. He presented upbringing as a process provided by rational thought and secular knowledge, and evaluated the family as the primary and main institution of society. This approach laid the foundation for the continuous application of classical pedagogical thought in the modern Azerbaijani education system (1, p. 130).

Hasan bay Zardaby was one of the prominent representatives of the Azerbaijani classical pedagogical thought. His ideas, together with those of like-minded people such as Firidun bay Kocharly and Abdurrahim bay Hagverdiyev, deeply explored the issues of the social environment and upbringing. Soviet-era school teachers and socially oriented upbringing programs turned Zardabi's principles into practical activities and ensured their application in teaching. The unity of family-school-society and the educational function of the social environment occupy a key place in Zardabi's pedagogical approach. He evaluated the social environment as a key element of upbringing and put the ideas of public enlightenment into practice, which created an important basis for the application of the classical pedagogical heritage in the modern education system.

Firidun bay Kocharly was one of the prominent representatives of the Azerbaijani classical pedagogical thought, and his ideas, in harmony with those of like-minded people such as Hasan bey Zardaby and Ahmad bay Aghaoghlu, focused on the issues of national-cultural upbringing and personality formation. Azerbaijani language and literature teachers, as well as the Soviet-era pedagogical generation, have applied Kocharli's principles at the school and higher education levels. Kocharli's pedagogical approach emphasizes the role of the family environment in the formation of personality, and education is presented as a systematic pedagogical process closely linked to national values. This approach constitutes the scientific basis for the application of classical heritage in modern educational programs in a national-cultural context (1, p. 175). Jalil Mammadguluzadeh was one of the important representatives of Azerbaijani classical pedagogical thought and literature. His ideas are related to those of like-minded people such as Mirza Fatali Akhundov, Seyid Azim Shirvani, and Ahmad bay Aghaoghlu, and he left a wide mark in the field of educating society and studying the problems of education. Literature teachers and researchers in the field of social criticism have applied Mammadguluzadeh's principles in teaching and research. Ignorance, social defects, and incorrect models of education are in the center of attention in his pedagogical approach. Mammadguluzadeh exposes the shortcomings of upbringing through satire and, by promoting the enlightened upbringing model, keeps the social and pedagogical function of the classical heritage alive in a modern context.

Uzeyir Hajibayly was a prominent representative of the classical pedagogical heritage of Azerbaijan in both the musical and cultural fields. His ideas explored the issues of family, culture, and upbringing in connection with Ahmad bay Aghaoghlu and Jalil Mammadguluzadeh. Music teachers and participants in cultural and educational projects applied Hajibeyli's principles in pedagogical activities and curricula. In his pedagogical concept, the moral responsibility of the family, as well as the educational role of culture and art, occupy a central

place. The upbringing process is explained in a broad social and cultural context, and the mutual influence of family and society in the development of personality is brought to the fore. This approach constitutes the scientific basis for the reconciliation of classical heritage with modern pedagogical practice.

Ajdar Aghayev is an outstanding scientist who brings to the fore the mutual influence of family and social environment in the formation of personality in modern Azerbaijani pedagogy. His research shows that the family plays a key role not only as the primary social environment, but also in the spiritual, social and intellectual development of the personality. Aghayev applied these principles to modern pedagogical practice, laid the foundation for the development of methodological approaches in school and higher education programs, as well as the integration of the family and social environment in the educational process. Thus, his scientific activity serves as an integral bridge between the modern interpretation and practical application of the classical pedagogical heritage.

Ajdar Aghayev's pedagogical heritage plays an important role in the development of modern pedagogical approaches in the Azerbaijani education system. His main scientific activity was manifested through the journal "Azerbaijan School", monographs and textbooks, and at the same time made significant contributions in the fields of educational policy, teacher training and structuring the pedagogical system. Aghayev's works emphasize the role of the family and social environment in the formation of personality; he systematically studied the interaction of the family and social environment, and justified the effectiveness of education on the basis of rational and secular knowledge.

His theoretical principles are closely related to modern Azerbaijani pedagogical practice and form the scientific basis of methodological approaches applied in school and higher education programs. Thus, Aghayev's legacy both continues classical pedagogical traditions and creates a modern pedagogical model aimed at personality development in the 21st century education system.

Ajdar Aghayev's pedagogical legacy shows his contribution to the field of education through the journal "Azerbaijan School", various monographs and textbooks. He has formed scientific and practical approaches in the fields of structuring the pedagogical system, teacher training and educational policy. In Aghayev's works, such principles as systematic and purposeful implementation of education, the mutual influence of family and social environment on personality development, as well as the key role of rational and secular knowledge in education are in the center of attention. His concepts create the basis for the development and application of methodological approaches in modern Azerbaijani education, combining classical pedagogical heritage with modern pedagogical practices.

Ajdar Aghayev's scientific activity is focused on the areas of structuring the Azerbaijani education system, teacher training and the formation of educational policy. He has connected all elements of the pedagogical system - school, teacher, family and social environment - with each other, and has investigated their mutual influence at the theoretical and practical level. In Aghayev's approach, teacher training is not only a process of transferring knowledge and skills, but also a process of educating the personality and forming social responsibility. At the same time, the model of structuring the pedagogical system proposed by him forms the basis of methodological principles applied in modern school and higher education programs and

combines classical pedagogical heritage with modern pedagogical practices.

In Ajdar Aghayev's research, the interaction of family and social environment in the development of personality is emphasized as a key factor.

In Ajdar Aghayev's research, the interaction of family and social environment in the formation of personality is presented as a central theme. He emphasized that family and society are not only institutions that play a primary role in upbringing, but also an interconnected system that ensures the moral, social and intellectual development of personality. According to Aghayev's theory, family and social environment work as complementary elements, and the correct integration of both is the main condition for the harmonious development of personality. This approach is widely used in modern pedagogical practice and creates a basis for the development and implementation of methodological principles in school and higher education programs.

Ajdar Aghayev emphasizes the fundamental role of rational and secular knowledge in education and considers them as a leading tool in the intellectual and spiritual development of the individual.

In Ajdar Aghayev's pedagogical concept, education is presented not only as a process of moral and social formation, but also as a scientific-pedagogical process in which rational and secular knowledge is systematically applied. He believes that for the intellectual and ethical development of the personality, the integration of logical thinking, analytical skills and secular knowledge in education is important. This approach is consistent with both the principles of education coming from the classical heritage and the requirements of modern pedagogical science. According to Aghayev, the inclusion of rational knowledge in education increases the personality's ability to make decisions, solve problems and effectively participate in social relations, while secular knowledge has an educational function in the context of culture, history and social realities. Thus, these principles create a scientific basis for the development and application of methodological approaches in modern school and higher education programs, provide a modern interpretation of the classical heritage and support both the moral and intellectual development of the personality in an integrative manner.

Ajdar Aghayev's pedagogical principles are used as the main direction in the development and implementation of school and higher education programs in the modern Azerbaijani education system. His theoretical concepts, especially the role of the family and social environment in the formation of personality, the application of rational and secular knowledge in education, have been transformed into concrete pedagogical activities in the form of methodological principles. This approach creates a basis for the planning of educational programs at the school and higher education levels, teacher training, and the application of synergistic methods in the educational process. Thus, Aghayev's scientific heritage, as a modern interpretation of classical pedagogical traditions, has a lasting impact on Azerbaijani pedagogical practice and plays an important role in improving the quality of education. Amrulla Pashayev is a scientist who played an important role in the coordination of classical and modern Azerbaijani pedagogy. He systematically studied the history and theory of pedagogy, strengthened the theoretical foundations of classical ideas, and adapted their scientific analysis to the modern pedagogical context. Pashayev's activity is particularly related to the application and conceptual improvement of the ideas of classical authors — Mirza Fatali Akhundov, Hasan

bay Zardaby, Firidun bay Kocharly and Jalil Mammadguluzade — in modern pedagogical science. His research shows that when the theoretical principles of the classical heritage are applied in the modern education system, personality education and the development of the social environment can be carried out on a more systematic and scientific basis.

Amrulla Pashayev provided a modern interpretation of classical pedagogical ideas, adapted their theoretical principles to the 21st century education system. Amrulla Pashayev's scientific activity is aimed at providing a modern interpretation of the classical heritage in Azerbaijani pedagogy. He systematically analyzed the pedagogical ideas of classical authors — Mirza Fatali Akhundov, Hasan bay Zardaby, Firidun bay Kocharly and Jalil Mammadguluzade — and adapted their theoretical principles to the 21st century education system. According to Pashayev's approach, it is not enough to study classical pedagogical ideas historically; their application and practical realization in modern pedagogical processes are necessary. He strengthened the theoretical foundations of these ideas and introduced new scientific concepts in both teacher training and the development of educational policy.

Pashayev's scientific activity shows that the modern interpretation of classical ideas plays a significant role in the upbringing of the personality, the analysis of the social environment and the structuring of educational programs. His research creates the basis for modern pedagogical practice, especially the development and application of methodological principles at the school and higher education levels. Thus, Pashayev both preserves the classical heritage and develops it in accordance with the pedagogical requirements of the 21st century, contributing to a more scientific and systematic solution of family, social and upbringing problems in the Azerbaijani education system.

Amrulla Pashayev and the modern interpretation of classical pedagogical ideas:

Amrulla Pashayev is an outstanding scientist who provided a modern interpretation of classical pedagogical ideas in Azerbaijani pedagogy. He systematically studied the works of classical authors - Mirza Fatali Akhundov, Hasan bay Zardaby, Firidun bey Kocharly and Jalil Mammadguluzadeh - and strengthened their theoretical principles at both the theoretical and practical levels, adapting them to the educational system of the 21st century. In Pashayev's approach, the study of classical ideas is evaluated not only as a historical analysis, but also as their application and realization in modern pedagogical processes. This has created scientific foundations in the field of teacher training, structuring the pedagogical system and the development of educational policy.

Pashayev also shows that the modern interpretation of classical ideas plays an important role in the fields of personality education, the interaction of the family and the social environment, the enlightenment of society and the protection of cultural values. His scientific contributions allow for the application of methodological principles in school and higher education programs, the construction of pedagogical processes on a more systematic and scientific basis. Thus, Pashayev preserves the classical heritage, develops it in accordance with the pedagogical requirements of the 21st century and makes significant contributions to the solution of the issues of upbringing and the social environment in modern Azerbaijani pedagogy.

Integration of historical and modern approaches in issues of family, society and upbringing:

The study of issues of family, society and upbringing has a long history in Azerbaijani

pedagogy. Classical authors — Mirza Fatali Akhundov, Hasan bay Zardaby, Firidun bay Kocharly and Jalil Mammadguluzade — presented systematic approaches in this area, evaluating the family as the primary social environment of the personality, and society as the broad context of upbringing. Their ideas formed the basis of modern pedagogy as theoretical principles that justify the spiritual, intellectual and social development of the personality.

In the pedagogical practice of the 21st century, thanks to the activities of Ajdar Aghayev, effective integration between the classical heritage and modern pedagogical concepts was possible. Aghayev's research emphasized the mutual influence of the family and social environment in the formation of the personality, and interpreted the role of rational and secular knowledge in upbringing at a theoretical and practical level. Pashayev, on the other hand, provided a modern interpretation of classical ideas and strengthened their application in the pedagogical system, teacher training and educational policy. Thus, the synthesis of classical and modern approaches has created the basis for the scientific analysis and practical application of family, society, and upbringing issues in Azerbaijani pedagogy.

Practical recommendations developed on the basis of the scientific principles of Ajdar Aghayev in modern Azerbaijani pedagogy are aimed at the effective integration of classical and modern pedagogical approaches. Aghayev's research allows us to apply such principles as the mutual influence of the family and social environment in the formation of personality and the role of rational, secular knowledge in upbringing to practical activities. Pashayev, on the other hand, offers recommendations in the field of modern interpretation of classical ideas and their application in the pedagogical system, teacher training and educational policy.

Within the framework of these approaches, a number of practical recommendations can be put forward at the school and higher education levels: covering classical and modern ideas in curricula, integrating both theoretical and practical skills in teacher training, actively involving the family and social environment in the upbringing process, as well as conducting upbringing systematically and purposefully. Thus, the scientific heritage of Aghayev and Pashayev provides a scientific basis for the development and application of methodological principles of school and higher education programs and contributes to the development of personality, improving the quality of social and moral upbringing.

The role of family and social environment in pedagogical programs at school and higher education levels:

In modern pedagogical practice, the role of family and social environment in pedagogical programs developed on the basis of Ajdar Aghayev's scientific principles is in the center of special attention. According to their approaches, the family should be considered not only as the primary social environment, but also as a leading factor supporting the spiritual, intellectual and social development of the personality. The social environment, as a broad context of the educational process, ensures the adaptation of the personality to society. It is necessary to apply these principles at the school and higher education levels through concrete examples and practical activities: organizing cooperation programs with the family, encouraging the participation of students and pupils in social projects, integrating social and family-oriented methods in teacher training, and using real-life situations in the educational process.

Thus, programs developed on the basis of Aghayev and Pashayev's recommendations synthesize classical and modern pedagogical approaches, allowing for the harmonious

development of the personality, strengthening social integration, and systematic implementation of education. This approach ensures that pedagogical activities at both the school and higher education levels are based on scientific foundations and makes a significant contribution to improving the quality of education.

For modern teachers, the application of methodological principles significantly increases the efficiency of the teaching process. According to Ajdar Aghayev, the correct application of these principles allows teachers to organize the teaching process systematically and purposefully, helps to take into account the individual characteristics of students and increase their knowledge, skills and motivation. Such an approach also facilitates the justification of pedagogical decisions and creates conditions for the continuous development of the quality of teaching. Research conducted by one of our contemporaries, Jafarova, shows that the application of methodological principles in modern times affects not only the transfer of knowledge, but also the formation of upbringing and social skills (6). This approach creates wider opportunities for teachers in the pedagogical process, helps to adapt the teaching material to the age and developmental characteristics of students, as well as to promote interactive and creative activities in the educational environment. As a result, the application of methodological principles acts as an integrative process that supports both the academic performance of students and their personal development.

They played an important role in promoting pedagogical ideas, serving our people in the study of various problems of school history and pedagogical thought. The Azerbaijani pedagogical press has accumulated rich materials reflecting the necessary scientific and intellectual potential of all events taking place in the educational process in the country. The history of school and education in Azerbaijan, the ancient traditions of pedagogical thought, and the scientific and pedagogical experience accumulated in the 20th century show that the pedagogical press is the most important tool for studying pedagogical scientific and pedagogical thought, and it can carry out its functions through the most advanced pedagogical journals (7)

In modern pedagogical practice, the methodological principles of Ajdar Aghayev should be taken into account as a priority direction in the activities of teachers. According to their approaches, principles such as the role of the family and social environment, the application of rational and secular knowledge, and the modern interpretation of classical ideas should be reflected in lesson and teaching materials. This allows teachers to effectively apply theoretical knowledge in practical activities in the process of upbringing and education, as well as to build a systematic pedagogical process that ensures the social, moral and intellectual development of pupils and students. Today, family problems and the formation of a child's personality are of great importance in the life of society. The emergence of deformations in the family institution, the undermining of family models as a national value, the weakening of the psychological state of the family, and the overall impact of social crises on the family have become one of the most discussed issues in the world, especially in developed countries (8).

The integration of Aghayev and Pashayev's methodological principles into lessons and teaching materials, based on the synthesis of classical and modern pedagogical approaches, increases the quality of modern teachers' activities, and ensures the planning and implementation of the educational process on a scientific basis.

Synthesis of classical and modern approaches in curricula:

In modern pedagogical practice, curricula should combine classical ideas with modern pedagogical approaches. This requires the reflection of both Ajdar Aghayev's role of the family and social environment in the formation of personality and the application of rational knowledge, as well as the principles of Amrulla Pashayev's modern interpretation of classical ideas in lessons and teaching materials. Such a synthesis of curricula allows teachers to integrate theoretical and practical knowledge, systematically ensure the spiritual, social and intellectual development of pupils and students, as well as apply real-life examples in the process of upbringing and education. First of all, it should be emphasized that effective cooperation between parents and teachers provides a deeper understanding of the individual needs of the pupil. By informing teachers about their children's behavior and daily situation at home, parents enable more appropriate development of teaching strategies applied at school. On the other hand, teachers do not stop at just providing information, but also provide parents with practical recommendations, turning them into active participants in education. This mutual exchange of information creates conditions for closely monitoring children's development and making decisions in accordance with their educational needs.

One of the main principles of inclusive education is to ensure an individual approach to each student. This principle requires organizing the educational process in accordance with the learning styles and developmental dynamics of students. Parent-teacher cooperation increases the effectiveness of this individual approach, because teachers can better assess students' learning habits and develop special programs that support development, while parents complement the educational process at school by providing children with the necessary support at home. Such cooperation plays an important role in increasing students' academic success.

However, the cooperation model, which seems attractive in theory, faces certain difficulties in practice. These problems include lack of information, mutual distrust, communication barriers, unpreparedness of teachers and parents for inclusive education, and other factors. These difficulties hinder the sustainable and effective implementation of cooperation. In such a situation, it is important to develop appropriate pedagogical strategies, form a methodological base, and apply models based on practical examples. In accordance with the purpose of the article, the essence and opportunities of cooperation in inclusive education are presented in detail, taking into account both international and local experience and the approaches of well-known researchers.

The concept of cooperation in education includes partnership, mutual exchange of information, joint decision-making, and shared responsibility. Such a relationship between parents and teachers is based not on the subordination of one party to the other, but on mutual respect, trust, and coordination of goals. Such an approach creates an effective mechanism for planning and implementing the pedagogical process on scientific grounds, integrating classical and modern pedagogy, and improving the quality of education at both the school and higher education levels. First of all, it should be noted that cooperation between parents and teachers serves to better understand the individual needs of the student. According to Ajdar, by informing teachers about their children's behavior at home and daily situations, parents create conditions for the implementation of more targeted and individual approaches at school. On the other hand, teachers not only inform parents, but also provide them with practical

recommendations, turning them into active participants in education. Aliyeva (9) shows that the application of interactive teaching methods strengthens teacher-parent cooperation and creates an environment that supports the individual development of students. Such mutual exchange of information allows for close monitoring of students' development and making decisions in accordance with their educational needs.

One of the main principles of inclusive education is to provide an individual approach to each student. This approach requires teaching in accordance with the learning styles and developmental dynamics of students. Cooperation between parents and teachers facilitates the identification of these individual needs, teachers can better assess children's learning habits and develop special programs, and parents complement the educational process at school by providing the necessary support at home. This cooperation supports students' academic and personal development (9). Effective cooperation between parents and teachers serves to better understand the individual needs of students. According to Ajdar Aghayev, by informing teachers about their children's behavior and daily situations at home, parents create conditions for the implementation of more targeted and individual approaches at school. On the other hand, teachers do not stop at just providing information, but also provide practical recommendations to parents and turn them into active participants in education. Aliyeva's research shows that the application of interactive teaching methods strengthens this cooperation and creates an environment that supports students' individual development (9). At the same time, it is noted that the historical path of the Azerbaijani education system and modern development trends show that parent-teacher cooperation is an important factor in achieving sustainable and purposeful results in education. This mutual exchange of information allows for close monitoring of students' development and making decisions in accordance with their educational needs (10).

One of the main principles of inclusive education is to ensure an individual approach to each student. This approach requires an educational process that is tailored to the learning styles and developmental dynamics of students. Parent-teacher cooperation facilitates the identification of these individual needs, teachers can better assess students' learning habits and develop special programs that support their development, and parents complement the educational process at school by providing the necessary support at home. Such cooperation, in addition to enhancing students' academic and personal development, increases the efficiency of the educational process and supports the implementation of inclusive education principles (11).

Professional development opportunities require special attention to areas where educators-teachers need to improve their professionalism. These areas include effective and efficient communication with parents, assessment taking into account the individual needs of students, and ensuring the integration of modern technologies in preschool education. Such development strengthens both the pedagogical skills of teachers and their organizational and communication abilities, improves the quality of the educational process, and creates conditions for the practical application of an inclusive approach. In addition, continuous professional development allows teachers to learn new methodological approaches, try innovative teaching strategies, and implement an individual approach more effectively. As a result, the development of educator-teachers directly affects the development of both students' academic and social skills, as well as the general educational environment (12).

The scientific study of family, society and upbringing issues in Azerbaijani pedagogy has gone through a long historical development path. Classical authors — Mirza Fatali Akhundov, Hasan bey Zardaby, Firidun bay Kocharly and Jalil Mammadguluzadeh — presented systematic approaches in this area, evaluating the family as the primary social environment of the individual, and society as the broad context of upbringing. Their legacy played a fundamental role not only in the theoretical framework, but also for the main directions of pedagogical practice.

Heydar Aliyev's educational policy and his legacy play an important role in Azerbaijani pedagogical thought. Aliyev based his work on the principle of inclusive and high-quality education that ensures the individual development of each child, and identified the formation of teachers' professional skills, the application of innovative methods and mutual cooperation in the educational process as priority areas. This approach allows teachers to develop programs tailored to the individual needs of students, establish effective communication with parents and improve the quality of the educational process. Such professional development strengthens not only the pedagogical skills of teachers, but also their organizational and communication abilities, supports the development of students' academic and social skills, and creates conditions for the application of inclusive education principles (13).

In 21st century Azerbaijani pedagogy, Ajdar Aghayev has provided a modern interpretation of classical pedagogical ideas and successfully applied their theoretical principles in the field of educational policy, teacher training, and structuring the pedagogical system. Aghayev's research focuses on the mutual influence of family and social environment, the role of rational and secular knowledge in the formation of personality, and the systematic organization of upbringing. Pashayev, on the other hand, strengthens the modern interpretation of classical ideas with theoretical foundations and ensures their application and practical realization in the pedagogical process. Both scientists have made a significant contribution to the scientific establishment of upbringing and teaching processes in the Azerbaijani education system by integrating classical and modern pedagogical approaches.

As a result of this approach, the role of family and social environment in school and higher education programs, the integration of methodological principles in teacher training, and practical activities are systematically reflected. The curricula combine classical ideas with modern pedagogical concepts, creating a harmonious pedagogical process that ensures the spiritual, social and intellectual development of pupils and students. Modern teachers should reflect the methodological principles of Aghayev and Pashayev in their lessons and teaching materials, use real-life examples in upbringing and education, and turn the synthesis of classical and modern pedagogy into practical activity.

As a result, the scientific heritage of Ajdar Aghayev can be assessed as a fundamental scientific contribution that adapts the classical heritage to the modern educational environment, has a lasting impact on Azerbaijani pedagogy and is aimed at the complex development of the personality. Their activities strengthen the scientific foundations in the development of Azerbaijani education at both the theoretical and practical levels and increase the effectiveness of the modern pedagogical system.

**Relevance of the problem.** The modern study of family, society and upbringing issues in

Azerbaijani pedagogy is of particular relevance in Ajdar Aghayev's scientific activities. Aghayev's research emphasizes the mutual influence of the family and social environment in the formation of personality, interprets their educational function in a theoretical and practical context appropriate to the 21st century education system. Pashayev, on the other hand, plays the role of a scientific bridge connecting the classical heritage with the 21st century education system by applying the theoretical principles of classical pedagogical ideas — Mirza Fatali Akhundov, Hasan bay Zardaby, Firidun bay Kocharly and Jalil Mammadguluzade — to modern pedagogical processes. Their activities are of high relevance in pedagogical practice in terms of modern teacher training, optimization of educational programs and increasing the efficiency of educational processes.

**Practical significance of the problem.** Ajdar Aghayev's scientific principles are of practical importance in the field of developing educational programs, teacher training and optimizing the educational process. Their approaches allow for the application of methodological principles that support the academic and personal development of students, taking into account the educational function of the family and social environment. With the application of these principles, the activities of modern teachers are organized in a more systematic, purposeful and inclusive manner, and parent-teacher cooperation, interactive teaching methods and an individual approach ensure the development of students more effectively.

**Conclusion.** The results of Ajdar Aghayev's scientific activities show that the possibilities of integration between the classical Azerbaijani pedagogical heritage and modern pedagogical theory are at a high level. Aghayev's research systematizes the mutual influence of the family and social environment on the development of personality at a theoretical and practical level, emphasizes the role of rational and secular knowledge in the educational process. This approach creates a basis for the development and application of methodological principles in school and higher education programs. Pashayev, on the other hand, provides an interpretation of classical pedagogical ideas in accordance with the 21st century education system, applying their theoretical principles to modern education policy, teacher training, and structuring the pedagogical system.

Ajdar Aghayev's scientific principles provide a synthesis of classical and modern pedagogical approaches in the Azerbaijani education system at both the theoretical and practical levels. Their legacy has a long-term and lasting impact on teacher training, the formation of curricula, and the implementation of educational processes on a scientific basis, improving the quality of modern teachers' activities, and making significant contributions to the application of inclusive approaches in the educational process.

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**Т.Ə.Vahabova**

**The evolution of pedagogical ideas: Ajdar Aghayev's family and educational concepts**  
**Summary**

Ajdar Aghayev's scientific and pedagogical work was not limited to theory; he was also distinguished by his practical application in education, methodological recommendations, and in-depth analysis of contemporary pedagogical issues. His works examined in detail issues of personality development, the role of the educational and social environment, as well as the teaching and application of national pedagogical principles. Aghayev's articles and books were widely used in educational institutions, teacher professional development, and pedagogical research; his scientific legacy was published in popular scientific journals and made an invaluable contribution to the development of Azerbaijani pedagogical science.

**T.Ə.Vahabova****Pedaqoji ideyaların təkamülü: ailə və təhsil anlayışları, Əjdər Ağayev  
Xülasə**

Əjdər Ağayevin elmi və pedaqoji fəaliyyəti yalnız nəzəriyyə ilə məhdudlaşmayıb, o, həm də təhsil sahəsində praktik tətbiqləri, metodik tövsiyələri və müasir pedaqoji problemlərə dair dərin analizləri ilə seçilib. Onun əsərlərində şəxsiyyətin formalaşması, tərbiyəvi və sosial mühitin rolu, milli təhsil prinsiplərinin tədris və tətbiqi məsələləri ətraflı şəkildə işlənib. Ağayevin məqalə və kitabları həm təhsil müəssisələrində, həm müəllimlərin peşəkar inkişafında, həm də pedaqoji tədqiqatlarda geniş istifadə olunub; onun elmi irsi elmi-kütləvi jurnallarda dərc edilərək Azərbaycan pedaqogikaşünaslığının inkişafına əvəzsiz töhfə verib.

**T.A.Вахабова****Эволюция педагогических идей: семейные и образовательные концепции  
Аждар Агаева  
Резюме**

Научно-педагогическая деятельность Аждара Агаева не ограничивалась теорией; он также отличался практическим применением в сфере образования, методическими рекомендациями и глубоким анализом современных педагогических проблем. В его работах подробно рассматривались вопросы формирования личности, роль образовательной и социальной среды, а также преподавание и применение национальных педагогических принципов. Статьи и книги Агаева широко использовались как в учебных заведениях, так и в профессиональном развитии учителей и в педагогических исследованиях; его научное наследие публиковалось в научных массовых журналах и внесло неоценимый вклад в развитие азербайджанской педагогической науки.

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